I. Call to Order.

II. Consent Agenda.
   - Sabbatical Leave
   - Fall 2014 Graduates
   - FS-15-011rev: FSH 1640.28 – Committee on Committees (clarification)

III. Minutes.
   - Minutes of the 2014-15 Faculty Senate Meeting #13, November 18, 2014 (vote)

IV. Chair’s Report.

V. Provost’s Report.

VI. Committee Reports.
   Faculty Affairs:
   - FS-15-023 – FSH 3050 Position Description Form (Funabiki) (vote)
   University Curriculum Committee:
   - FS-15-026 (UCC-15-052): Split Writing Minor (Slovic) (vote)
   Teaching & Advising Committee:
   - FS-15-024: FSH 2700 – Student Evaluations (Hartzell) (vote)

VII. Other Announcements and Communications.
   Compensatory Time Policies (Stephens)
   - FS-15-029 FSH 3460 – Overtime Work, Compensatory Time, and Holidays
   - FS-15-030 APM 50.10 Processing Compensation for Overtime Work

VIII. Special Orders.

IX. Unfinished Business and General Orders.

X. New Business.

XI. Adjournment.

Professor Marty Ytreberg, Chair 2014-2015, Faculty Senate
Attachments: Minutes of 2014-2015 FS Meeting #13
Sabbatical
Fall 2014 Graduates
MEMORANDUM

TO: Marty Ytreberg, Chair, Faculty Senate
Randall Teal, Vice Chair, Faculty Senate

FROM: Katherine G. Aiken
Interim Provost and Executive Vice President

CC: Don Crowley, Faculty Secretary
Ann Thompson, Faculty Secretary’s Office
Mary Stout, Office of the Provost and Executive Vice President
Jill Robertson, Budget Office
Anne Marshall, Chair, Sabbatical Leave Committee

DATE: December 1, 2014

SUBJECT: Sabbatical Recommendation for Faculty Senate Consideration

This is a request for approval by Faculty Senate. The following members of the faculty have been recommended for sabbatical leave for 2015-2016:

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Banks</td>
<td>English</td>
<td>F2015</td>
</tr>
<tr>
<td>Denise Bennett</td>
<td>JAMM</td>
<td>S2016</td>
</tr>
<tr>
<td>Douglas Cole</td>
<td>Biological Sciences</td>
<td>S2016</td>
</tr>
<tr>
<td>Gregory Donohoe</td>
<td>Computer Science</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Stephen Drown</td>
<td>Landscape Architecture</td>
<td>F2015</td>
</tr>
<tr>
<td>Dale Goble</td>
<td>Law</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Jeffrey Hicke</td>
<td>Geography</td>
<td>F2015</td>
</tr>
<tr>
<td>Laura Holyoke</td>
<td>Leadership &amp; Counseling</td>
<td>S2016</td>
</tr>
<tr>
<td>Richard Nielson</td>
<td>Civil Engineering</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Batric Pescic</td>
<td>Chemical &amp; Materials Engineering</td>
<td>S2016</td>
</tr>
<tr>
<td>Norman Pendegraft</td>
<td>Business &amp; Economics</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Marty Ytreberg</td>
<td>Physics</td>
<td>S2016</td>
</tr>
<tr>
<td>Eric Wolbrecht</td>
<td>Mechanical Engineering</td>
<td>S2016</td>
</tr>
</tbody>
</table>

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

Chapter & Title:  1640.28 Committee on Committees

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):
(Please see FSH 1460 C)

Telephone & Email: __________________________________________________________

Policy Sponsor: (If different than originator.)

Telephone & Email: __________________________________________________________

Reviewed by General Counsel ___Yes ____No Name & Date: ________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

To allow for quicker placement of members on committees who begin meeting as soon as the semester starts, this change allows the Faculty Secretary, Chair of Committee on Committees (the Vice Chair of Senate), and Senate Chair to do so, pending ConC and Senate approval.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change. None.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: __________________________________________

Policy Coordinator Appr. & Date: ____________________________________________

[Office Use Only]

FSH
Appr. ____________
FS ____________
GFM __n/a________
Pres./Prov. __n/a________

[Office Use Only]

Track # ______
Date Rec.: ______
Posted: t-sheet ___
   h/c ____________
   web ____________
Register: _________
(Office Use Only)
COMMITTEE ON COMMITTEES

A. FUNCTION.

A-1. To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. To ensure full membership when committees begin meeting each fall, authority is given to the Faculty Secretary, Faculty Senate Chair and Vice Chair (aka Committee on Committees Chair) to fill these vacancies as they arise over the summer and early fall, subject to confirmation by the Committee on Committees and Faculty Senate. [ed. 7-09]

A-2. To conduct a continuing study of UI's committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate. [ed. 7-09]

A-3. This committee traditionally meets on Fridays Wednesdays at 2:30 p.m. [add. 7-08, rev. 8-12]

B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) and the following or their designees: provost and executive vice president and ASUI president. [rev. 7-05, ed. 7-06, 7-09]
The Meeting was called to order at 3:32. Somewhat belatedly a motion was made (Wolf/Stoll) to accept the minutes from Meeting #12. The motion passed without objection.

Chair’s Report: The Chair reminded the Senate that we would not meet next week during the Thanksgiving break. On December 2nd Dan Stephens will be here to discuss a new comp time policy. Nominations for University Distinguished Professor should be emailed to Chair Ytreberg by tomorrow.

In reference to last week’s discussion on possible subsidies of Day Care, we received an email from Provost Aiken showing that the UI currently subsidizes the day care program with $225,000 a year. Approximately $141,000 comes from ASUI student fees and $84,000 comes from the general education budget.

Provost Report: Vice Provost Stevenson announced some important deadlines. Position Descriptions are due in the Provost Office on January 9th. Promotion packets are due this Friday November 21st in the Provost Office. Everyone should have received an email regarding a new program on the inclusive workplace. This involves a 35 minute web based program which all employees are expected to complete by March 31. Those who have not completed this program by the deadline will not be eligible for any merit or other changes in employee compensation. The Chair stated that he had heard from some that this email got filtered into their spam. The Senate would be reminding people of the need to complete this program before the deadline.

FS-15-022: (UCC-15-043): CALS - New Major - Sustainable Food Systems. The Chair introduced Jodi Johnson-Maynard to discuss the proposed new major in CALS on Sustainable Food Systems. Professor Johnson-Maynard stated that the new program was aimed at reaching a non-traditional group of students. A growing number of students frequently from urban environments are interested in small scale sustainable agricultural production. A Senator asked how this program differed from other programs like sustainable healthy landscapes. She answered that their more traditional programs focused on conventional large scale agricultural production. The new major focuses on a different type of production and making connections outside of the production process to health policy. The proposal passed unanimously.

The Chair introduced President Chuck Staben to discuss the University’s priorities. The President noted that one year ago today his appointment as President of the University of Idaho was announced. President Staben emphasized that our enrollment has been stable at around 12,000 students over the last 5 years. This is lower than it needs to be. He believes we need to increase undergraduate enrollment by 50% while maintaining the quality of our academic and student experience. Around 40% of Idaho’s high school students go to college and we need to raise that to 60%. Achieving this enrollment increase is critically important to our success particularly in terms of generating tuition to ensure our financial stability.

The UI is doing about what one would expect for a school with our student academic profile, in terms of student retention. Our first year retention is around 80% with a six year graduation rate of 56%. We are doing well but we can do better. There are schools with a similar student profile that perform better on these typical measures. We can improve in providing high impact student experiences like undergraduate research, service learning, and study abroad. We can do a better job of organizing these student opportunities.

In terms of faculty research the UI is doing well. We are currently bringing in about $100 million a year in research dollars with about half of that coming from the federal government. This is important in terms of pushing back the frontiers of knowledge as well as having an economic impact in the region. In an era when federal research dollars are fairly stagnant we need to improve in our ability to work with the private sector. We are working face-to-face
with various regional corporations on research projects. We are a public research university and everything we do must be in the public interest.

The President also discussed the capital campaign that is coming to a close. We did exceed our goal of $225 million and we are currently at $246 million. This is not cash in the door but it does represent commitments of funds that will come to the University. President Staben briefly commented on athletics which he noted was too visible to some and not visible enough to others. He believes that athletics plays an important role in visibility as well as providing access to a higher education for some athletes who otherwise would not have this opportunity. Our athletic programs have been successful just not in football.

President Staben discussed the importance of higher education in the State and the United States. There are many benefits to the student as well as societal and economic benefits. It has been estimated that UI graduates have earned $740 million more than someone with a high school education. Overall the UI has about a billion dollars a year impact on the state of Idaho. The UI is a good investment both for its students and its economic impact on the state.

When we look at our budget of $364 million about 30% comes from the State, 25% from tuition and 22% from grants and contracts. The President stressed that approximately 60% of the budget is under our control pointing out that we don’t have much control over what the state provides. While he will advocate to increase the state share of our budget, we need to work on the parts that we have more control over. He hopes to make the budget process more transparent but he doesn’t assume that the faculty will spend much time worrying about the details of the budget.

Around 70% of our budget goes to salaries. We know that our faculty and staff salaries are lagging behind and we need to reverse that trend. This leads to our highest legislative priority of increasing salaries by 4%. For every 1% we increase salaries this costs us about one million. If the state doesn’t provide all of the requested increase we will need to increase enrollment by 140 students for every 1% salary increase. He does expect some, but not all, of our other legislative priorities to be met.

The President also briefly discussed the status of various administrative searches. We have filled some positions and have several ongoing. The Provost search is already underway and searches for VP for Advancement and an Executive Director of Communication & Marketing are also underway. He has reorganized the Communication and Marketing position to put more emphasis on enrollment marketing.

The President discussed how he hopes to communicate with the University. Besides addresses like the State of the University Address he also writes a Friday Letter aimed mainly at alumni. He meets regularly with his Vice Presidents and his Cabinet. He has a monthly Administrative Roundtable which has about 35 members. There are other events like the Breakfast for Progress where 160 people are invited. He also has office hours and is willing to meet with faculty and staff in a variety of ways. President Staben expressed a desire to see the Faculty Senate turn its attention to major university priorities. He then invited questions.

- **How are we proposing to increase enrollment when others are also trying to do the same?**
  - The President responded that BYU Idaho is growing the most but we have some opportunities. Idaho is at the bottom in high school students continuing on to higher education. We need to convince these students to go to college. The easiest way to grow enrollment is to retain more students and this is the area that faculty can play the most significant role. In terms of recruiting students we need events like last week’s Envision Idaho which had a 100% increase from past events. If students visit campus they are far more likely to enroll. He noted we were well behind on enrollment management, but we are making progress.
  - We are also making changes in how we offer scholarships. Last year we had a very complicated scholarship structure and were very late with our offers. This year we have simplified the structure and moved up the date. We plan to give more scholarships to students with GPA’s in the 3.0-3.4 range. Students in this category who received no aid came at 11% rate, but if we gave them $1,000 they came at a 42% rate. It appears that giving a little money to high school students in this range can
be extremely persuasive. Other changes involved training tour guides to put the University in the best light. Simple process changes can lead to significant improvement.

- **Can you speak to Idaho’s low rank in Research Funding?** The state is extremely low although it does well in energy funding through INL. The University is doing ok although not great in research funding. We are optimistic that we will get another COBRE grant. In general we need to pick areas that we can excel in on the national level and invest in those areas. This requires a lot of expertise on the part of faculty, deans and chairs.

- **Hiring processes and faculty assistance with grants seem to be institutional barriers to research.** President Staben agreed that our hiring practices were slow and needed improvement but he thought that faculty in most institutions tended to overestimate the degree to which they received help preparing budgets from a centralized research office.

- **New presidents tend to make changes in upper level administration, do you have any plans in this area?** The President suggested that he was not unwilling to make immediate changes but he preferred a more measured approach. He noted that it takes time for a new administrative team to take shape.

- **Our focus appears to be on increasing undergraduate enrollment, what about plans for graduate students and programs?** The President acknowledged that graduate programs are very important to our research programs. He suggested that graduate programs come into two general types. There are programs that are very research intensive which he suggests will grow by growing our research program. Other types of graduate programs are more professional and have excellent potential to serve the state as well as being excellent sources for net income growth. He wants the University to think about these programs more aggressively. These programs can both fulfill our mission and enhance our budget.

- **What about the role of international students?** The President noted that international students increase diversity and great value to the University. He expressed a concern that it is unfair to bring international students to campus and set them adrift. To a related question as to whether there are some hidden costs to students in some programs like study abroad, the President did not believe that these costs would affect recruitment and retention of students. Another Senator suggested that the institutional structure of the UI made recruiting international graduate students difficult. The President suggested that this was something that faculty and deans should work on but that generally this was not a Presidential level concern.

- **How confident are you about succeeding in a 4% increase in compensation from the state legislature?** The President thought that it would be difficult and an uphill push; but, it wasn’t out of the question. The state legislature has many competing priorities and it was up to the University to make the case that this is important.

- **How would such an increase in compensation be distributed, do you favor an across the board increase or one that was more tiered?** The President said he did not think that across the board increases were usually in the best interests of the University. The Chair also commented that he has asked the UBFC to look into the question of how increases in compensation might be structured and to report back to the Senate next semester.

- **Given Idaho’s culture, how might we change the fact that so low a percentage of high school students go on to college?** President Staben thought it was necessary to do a better job in educating parents and why obtaining a degree is important. Thirty-Eight percent of our students are first generation students and we need to know what they are thinking and what their experience is like. The message that needs to be sent to lot of first generation parents is that education can change the life of those who receive that education. It may not be easy to do, but the only way to do it is one step at a time.

- **What might we do to house students if there was a rapid increase in students?** The President suggested that dorms are not completely full now but that if we had a significant increase we would need to plan several years in advance noting dorms could be built in a year. While a rapid increase would make him happy such a development would obviously have to be accompanied by policy changes.

- **How do our scholarships and fellowships compare to our peer institutions?** The President noted that we have a very high tuition discount rate and even though we have lowered this in recent years we are still much higher than most public institutions. He suggested that the only real answer to the financial problems of the University is to grow enrollment. We do try to target our scholarships and some of this is directed to out-of-state students who frequently bring a different perspective and increase the diversity of the campus in a number of ways. Importing talented students that stay in the state is a very good
investment. However, we don’t want to discount our out-of-state tuition too dramatically which we may have done in the past.

- The final question of the day related to enhancing student career services. The President felt that this was very important and we need to do a better job of communicating to students and their parents about what career opportunities exist. To many students who are questioning why they are in college we need to help show them how they can turn their college experiences into a career.

Adjournment: The President thanked the Senate for the opportunity to discuss these important priorities and with the hour getting late the Chair accepted a motion (Foster/Smith) to adjourn at 4:59.

Don Crowley, Faculty Secretary and Secretary to Faculty Senate
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 3050 Position Description - Form

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s): Provost Kathy Aiken
(Please see FSH 1460 C)

Name Date

TelephoneNumber & Email:

Policy Sponsor: (If different than originator.) Senate Leadership, Marty Ytreberg Chair

Name Date

TelephoneNumber & Email:

Reviewed by General Counsel _ Yes ___ No Name & Date: ___________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Current policy requires assessment for university accreditation. The desire is to allow more visibility of this requirement by putting language on the position description so that it becomes an annual reminder. Faculty Affairs has reviewed edited and approved.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: __________________________________________
Track # ___________
Date Rec.: ____________
Post: t-sheet ______
h/c ______
web ______
Register: ______________

Policy Coordinator
Appr. & Date: [Office Use Only]

APM
F&A Appr.: ______
[Office Use Only]
Name: 
Department: 
Title/Rank: 
Appointment: Academic Year ☐ Fiscal Year ☐ Other: 
Tenure Status: Nontenured ☐ Tenured ☐ Year Tenured: 

NOTE: Each category below (I-IV) may include the following areas, as appropriate: advancement, interdisciplinary activity, activity at centers, professional development and extramural professional service (see 1565 B for definitions). [ed. 10-10].

I. TEACHING AND ADVISING:

1. Instruction (FSH 1565 C-1 a; Strategic Action Plan Goal 1). Instructors will provide syllabi to their unit offices at the beginning of each term for courses for which they are responsible. Each syllabus should include expected learning outcomes for the course and an example of an assignment that can serve as an assessment tool.

   a. Courseload:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject</th>
<th>Course #</th>
<th>Section</th>
<th>Course Credits</th>
<th>Credit Responsibility*</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Fall</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Summer**</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

   * Percentage/or credit(s) of responsibility for a team taught course.
   **See summary table on back page.

   b. Describe additional instructional responsibilities (course redesign; introduction of new delivery methods; involvement in course, program, and university level assessment of student learning outcomes; etc.):

   c. Provide a statement of your goals and objectives for teaching.

   Est. Instruction Percentage of Responsibility: Spring: _____ Fall: _____ Summer: ______

2. Advising and/or Mentoring Students (FSH 1565 C-1 b; Strategic Action Plan Goal 1):

   Advisees (#): Undergraduate (Approx): Major ____ Minor ____ Certificate ____
   Grad (Major Professor): Doctoral ____ Masters Thesis ____ Masters Non-Thesis ____
   Mentes (#): Graduate ____ Undergraduate ____

   a. Other Service to Students (organization/program advisers, masters/doctoral committees as opposed to major professor, etc.):

   b. Provide a statement of your goals and objectives for advising and/or mentoring.

   Est. Advising and/or Mentoring Percentage of Responsibility: Spring: ___ Fall: ____ Summer: ____

   Total Teaching and Advising Percentage of Responsibility: Spring: _____ Fall: _____ Summer: ______

   (carry forward to summary table)
II. SCHOLARSHIP AND CREATIVE ACTIVITIES (FSH 1565 C-2; Strategic Action Plan Goal 2): [May include Teaching/Learning (FSH 1565 C-2 a), Artistic Creativity (FSH 1565 C-2 b), Discovery (FSH 1565 C-2 c), Integration (FSH C-2 d), and Scholarship of Outreach/Application/Engagement Activities (FSH 1565 C-2 e)]

Provide a statement of your goals and objectives for scholarship and creative activities.

Est. Percentage of Responsibility:  

<table>
<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
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</tbody>
</table>

(carry forward to summary table)

III. OUTREACH AND EXTENSION (FSH 1565 C-3, Strategic Action Plan Goal 3): [May include Extension, Distance Education, Service Learning, Cooperative Education, Technology Transfer (see FSH 1565 B for definitions) [ed. 10-10]

Provide a statement of your goals and objectives for outreach and extension.

Est. Percentage of Responsibility:  

<table>
<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
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<td></td>
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</tbody>
</table>

(carry forward to summary table)

IV. UNIVERSITY SERVICE AND LEADERSHIP:

1. Intramural Service (See FSH 1565 C-4 a):

   a. Provide a statement of your goals and objectives for intramural service.

   Est. Intramural Service Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____

2. Unit Administration (See FSH 1565 C-4 b.1.): [ed. 10-10]

   a. Provide a statement of your goals and objectives for unit administration.

   Est. Unit Administration Percentage of Responsibility:  Spring: _____ Fall: _____ Summer: _____

3. Other Administration (See FSH 1565 C-4 b.2.): [ed. 10-10]

   a. Provide a statement of your goals and objectives for other administration.

   Est. Other Administration Percentage of Responsibility:  Spring: _____ Fall: _____ Summer: _____

Total University Service & Leadership Percentage Responsibility:  Spring: ___ Fall: ___ Summer: ___

(carry forward to summary table)
## Percentage of Responsibility Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Teaching and Advising</th>
<th>Scholarship and Creative Activities</th>
<th>Outreach &amp; Extension</th>
<th>University Service &amp; Leadership</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Summer*</td>
<td>Annual</td>
<td>(All must equal 100%)</td>
</tr>
</tbody>
</table>

*Summer column should only be completed by faculty members who have a twelve month, fiscal year appointment. Academic year appointments (this includes all appointments less than 12 months) may attach a narrative for evaluation purposes with respect to their plans for additional activities undertaken in the summer that are outside their position description.

### Example Academic Year:

<table>
<thead>
<tr>
<th>Area</th>
<th>Spring</th>
<th>Fall</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising</td>
<td>40% (x.5)</td>
<td>60% (x.5)</td>
<td>= 50%</td>
</tr>
<tr>
<td>Scholarship/Creative Act.</td>
<td>45% (x.5)</td>
<td>25% (x.5)</td>
<td>= 35%</td>
</tr>
<tr>
<td>Outreach &amp; Extension</td>
<td>10% (x.5)</td>
<td>10% (x.5)</td>
<td>= 10%</td>
</tr>
<tr>
<td>University Service &amp; Leadership</td>
<td>5% (x.5)</td>
<td>5% (x.5)</td>
<td>= 5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Example Fiscal Year:

<table>
<thead>
<tr>
<th>Area</th>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising</td>
<td>20% (x.375)</td>
<td>14% (x.375)</td>
<td>9% (x.25)</td>
<td>= 15%</td>
</tr>
<tr>
<td>Scholarship/Creative Act.</td>
<td>42% (x.375)</td>
<td>40% (x.375)</td>
<td>37% (x.25)</td>
<td>= 40%</td>
</tr>
<tr>
<td>Outreach &amp; Extension</td>
<td>23% (x.375)</td>
<td>33% (x.375)</td>
<td>44% (x.25)</td>
<td>= 32%</td>
</tr>
<tr>
<td>University Service &amp; Leadership</td>
<td>15% (x.375)</td>
<td>13% (x.375)</td>
<td>10% (x.25)</td>
<td>= 13%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
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</table>

### Interdisciplinary/Center Activities: Attach narrative.**

**If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).

1. Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

   
   ____________________________________________________________________________
   
   Signature of Faculty Member/Date

2. Unit Administrator(s) (including faculty with joint appointments when appropriate): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

   
   ____________________________________________________________________________
   
   Signature of Unit Administrator/Date

   ____________________________________________________________________________
   
   Signature of Additional Unit Administrator /Date
   (e.g. joint appointments if applicable)

3. College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

   
   ____________________________________________________________________________
   
   Signature of Dean/Date
To: Faculty Senate Members

From: Rodney Frey, Director of General Education

RE: UI Gen Ed Alignment with SBOE Guidelines and U of I Senior Experience

Date: 18 November 2015

A. Given the new Idaho State Board of Education policies on state-wide configuration of general education curriculum (Governing Policies and Procedures Section III., Postsecondary Affairs, Subsection N. Statewide Education, approved April 2014) and on general education transferability (Governing Policies and Procedures Section III., Postsecondary Affairs, Subsection V. Articulation and Transfer, approved April 2014), this proposal will bring the University of Idaho’s General Education curricula into alignment with SBOE guidelines.

1. Relating to the first SBOE policy N., we are being asked to establish a two-discipline requirement for our University of Idaho general education Science (J-3-b), Social Science and Humanities (J-3-d) categories, i.e., requiring two different disciplines for Science, for the Social Science and for the Humanities. Currently there is not a two-discipline requirement for the individual Science, Social Science and Humanities categories per se, other than a four discipline requirement for courses taken to satisfy the Humanities and Social Sciences, American Diversity (J-3-e) and Integrated Studies (J-3-f).

This will apply to both of the University of Idaho’s General Education curricula, i.e., the U of I General Education curriculum and in what is entitled, the “SBOE Core” for transfer students (having earned 14 or more credits after high school).

As the U of I General Education curriculum and the SBOE Core curriculum both are framed under the State Board of Education policies, what we have been calling the “SBOE Core” will be renamed the “Transfer Core” curriculum for transfer students.

This policy change has been reviewed by faculty representatives on UCGE and UCC representing all eight baccalaureate-granting colleges, and approved unanimously by each committee.

2. Relating to SBOE policy N., all state-funded four-year institutions must have a minimum of a 36 credit General Education curriculum. With our current U of I Gen Ed configuration, most all students do graduate with a minimum of 36 credits. But it is theoretically possible to graduate under the U of I Gen Ed with 33 credits, which would be out of compliance with SBOE policy.
3. Relating to the second SBOE policy V., we were asked to review the 145 U of I General Education courses in the Oral and Written Communications, Math, Science, Social Science and Humanities categories, and based upon competency criteria developed by state-wide faculty teams, determine which courses meet the SBOE competency criteria. Attached is the list of University of Idaho general education courses reviewed and which meet the SBOE competency criteria for designation as General Education Matriculation (GEM) courses.

Please keep in mind that being listed or not listed as GEM course does not affect the status of these courses in completion of the University of Idaho’s general education requirements. It only affects those students who seek to transfer to another Idaho state-funded institution and are using one of these U of I courses as a possible GEM transfer course into another institution’s general education. U of I general education courses not GEM certified will of course still transfer, but only as electives. Also keep in mind that revised past and newly proposed U of I general education courses can and will be reviewed for GEM certification.

B. This proposal also includes consideration of the remaining U of I Gen Ed Senior Experience options for all baccalaureate majors. Beginning the Fall of 2015, all students entering in the Catalog year 2012-13 will have a Gen Ed Senior Experience course to complete that Integrated Studies component requirement (J-3-f).
The following changes have been approved by the University Committee for General Education (UCGE).

Editor’s Note: Courses highlighted in Yellow are new courses that are expected to come before UCC for approval this academic year.

**J - General Requirements for Baccalaureate Degrees**

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

**J-1. Credit Requirements.**

- **J-1-a.** Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

- **J-1-b.** A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

**J-2. Residency Requirements.** A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

**J-3. Subject Requirements (General Education Curriculum).**

First-year students (see Admissions Status) are to complete the University of Idaho general education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits, with courses from at least four different disciplines. The 18 credits must not be counted towards the four discipline requirement. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog. University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

*Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 090, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.*

- **J-3-a. Communication (5-7 cr).** The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category.

- **Public Speaking.** Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

- **Written English.** Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and
students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Explanatory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr, from two different disciplines), which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab. The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, 102L Biology and Society Lab (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 116 Organisms & Environments (4 cr)
Chem 101 Introduction to Chemistry I (4 cr) OR Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 or 4 cr)
Envs 101 Introduction to Environmental Science, and Envs 102 Field Activities in Environmental Sciences (4 cr)*
Geol 101, 101L Physical Geology and Lab (4 cr)
Geol 102, 102L Historical Geology (4 cr)
MMBB 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Phys 100, 100L Fundamentals of Physics and Lab (4 cr)
Phys 103, 104 General Astronomy and Lab (4 cr)*
Phys 111, 111L General Physics I and Lab (4 cr)
Phys 112, 112L General Physics II and Lab (4 cr)
Phys 211, 211L Engineering Physics I and Lab (4 cr)
Phys 212, 212L Engineering Physics II and Lab (4 cr)
Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

J-3-c. Mathematics, Statistics, or Computer Science (3 cr).

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines).

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic, interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or L designation.

Approved Humanities Courses:

AmSt 301 Studies in American Culture (3 cr) D
Art 100 World Art and Culture (3 cr) L
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr) L
Art 302 Modern Art and Theory (3 cr)
Art 382 History of Photography (3 cr) L
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 221 History of World Cinema I (3 cr) L
Engl 222 History of World Cinema II (3 cr) L
Engl 257 Literature of Western Civilization (3 cr) L
Engl 258 Literature of Western Civilization (3 cr)
Engl 341 Survey of British Literature (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 343 Survey of American Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 or RelS 375 The Bible as Literature (3 cr)
FLEN 210 Introduction to Classical Mythology (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr) L
FLEN 324 German Literature in Translation (3 cr) L
FLEN 331 Japanese Anime (3 cr) L
FREN 391 or LAS 391 Hispanic Film (3 cr) L
FREN 393 Spanish Literature in Translation (3 cr)
FREN 394 or LAS 394 Latin American Literature in...
Translation (3 cr) I
Hist 350 European Cultural History, 1600-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
Hist 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr) I
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr) I
Phil 103 Ethics (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 101 Introduction to the Theatre (3 cr)
The 465 Theatre History I (3 cr) I
The 469 Theatre History II (3 cr) I
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr) I
Anth 261 Language and Culture (3 cr) I
Anth 329 North American Indians (3 cr) D
Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
Anth 462 or Soc 462 Human Issues in International Development (3 cr)
Comm 233 Interpersonal Communication (3 cr)
Comm 335 Intercultural Communication (3 cr) I
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Macroeconomics (3 cr)
Econ 202 Principles of Microeconomics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDCI 301 Learning, Development, and Assessment (3 cr)
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
FLEN 307 The European Union (3 cr)
FLEN 308 European Immigration and Integration (3 cr) I
Geog 165 Human Geography (3 cr) I
Geog 200 World Regional Geography (3 cr) I
Geog 265 Political Geography (3 cr) I
Hist 101 History of Civilization (3 cr) I
Hist 102 History of Civilization (3 cr) I
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
IS 325 The Contemporary Muslim World (3 cr) I
IS 326 Africa Today (3 cr)
IS 350 Sport and International Affairs (3 cr) I
PolS 101 Introduction to Political Science and American Government (3 cr) D
PolS 205 Introduction to Comparative Politics (3 cr) I
PolS 237 International Politics (3 cr) I
PolS 275 American State and Local Government (3 cr)
PolS 331 American Political Parties and Elections (3 cr)
PolS 332 American Congress (3 cr)
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) I
PolS 360 Law and Society (3 cr) D
PolS 381 Western European Politics (3 cr) I
Psych 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 250 Social Conflict (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 323 Political Economy (3 cr) I
Soc 336 Comparative Criminal Justice Systems (3 cr) I
Soc 340 Social Change & Globalization (3 cr) I
Soc 343 Political Sociology (3 cr) I
Soc 422 or RelS 423 Religion, Culture & Society (3 cr) D
Soc 423 Social Class & Stratification (3 cr) D
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 440 Post-Colonialism (3 cr) I
Soc 450 Dynamics of Social Protest (3 cr) D

J-3.e. American Diversity (One course) and International (One course or an approved study abroad experience). As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

*One course chosen from the approved American diversity courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:
AIST 320 The Celuloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422, Anth 422, or RelS 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 or Engl 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
FCS 414 Idaho's Journey Toward Diversity and Human
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Engl 221</td>
<td>History of World Cinema I (3 cr)</td>
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<td>Econ 447</td>
<td>Economics of Developing Countries (3 cr)</td>
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<td>Econ 446</td>
<td>International Economics (3 cr)</td>
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<td>Cons 493</td>
<td>Conservation Systems (3 cr)</td>
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<td>CSS 493</td>
<td>International Land Preservation and Conservation Systems (3 cr)</td>
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<td>Hist 425</td>
<td>Immigration and Ethnicity in the United States (3 cr)</td>
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<td>Hist 426</td>
<td>Red Earth White Lies: American Indian History 1840-Present (3 cr)</td>
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<td>Hist 428</td>
<td>History of the American West (3 cr)</td>
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<td>Hist 431</td>
<td>Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)</td>
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<td>Hist 441</td>
<td>Global Nutrition (2 cr)</td>
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<td>Hist 442</td>
<td>Dress and Culture (3 cr)</td>
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<td>FLEN 307</td>
<td>The European Union (3 cr)</td>
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<td>FLEN 308</td>
<td>European Immigration and Integration (3 cr)</td>
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<td>FLEN 313</td>
<td>French/Francophone Literature in Translation (3 cr)</td>
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<td>FLEN 324</td>
<td>German Literature in Translation (3 cr)</td>
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<td>Hispanic Film (3 cr)</td>
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<td>FLEN 393</td>
<td>Spanish Literature in Translation (3 cr)</td>
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<td>FLEN 394</td>
<td>Latin American Literature in Translation (3 cr)</td>
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<td>Hist 101</td>
<td>Elementary French I (4 cr)</td>
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<td>Hist 301</td>
<td>Advanced French Grammar (3 cr)</td>
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<td>Advanced French Writing Skills (3 cr)</td>
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<td>Hist 304</td>
<td>Connecting French Language and Culture (4 cr)</td>
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<td>Hist 307</td>
<td>French Phonetics (4 cr)</td>
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<td>Hist 308</td>
<td>Advanced French Conversation (3 cr)</td>
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<td>Hist 407</td>
<td>French &amp; Francophone Literatures (3 cr, max 9)</td>
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<td>Hist 408</td>
<td>French and Francophone Culture and Institutions (3 cr, max 9)</td>
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<td>Hist 410</td>
<td>French and Francophone Arts (3 cr)</td>
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<td>Hist 415</td>
<td>Human Geography (3 cr)</td>
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<td>Hist 420</td>
<td>World Regional Geography (3 cr)</td>
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<td>Hist 427</td>
<td>Geography of Development (3-4 cr)</td>
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<td>Hist 430</td>
<td>Population Dynamics and Distribution (3-4 cr)</td>
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<td>Hist 435</td>
<td>Political Geography (3 cr)</td>
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<td>Hist 436</td>
<td>Elementary German I (4 cr)</td>
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<td>Hist 437</td>
<td>Elementary German II (4 cr)</td>
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<td>Hist 438</td>
<td>Intermediate German I (4 cr)</td>
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<td>Hist 439</td>
<td>Intermediate German II (4 cr)</td>
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<td>Hist 440</td>
<td>Advanced German Grammar (3 cr)</td>
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<td>Hist 441</td>
<td>Advanced German Speaking and Writing (3 cr)</td>
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<td>Hist 442</td>
<td>Introduction to German Literature (3 cr)</td>
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<td>Hist 443</td>
<td>Topics in German Culture and Literature - Themes (3 cr, max 6)</td>
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<td>Hist 444</td>
<td>German Media through the Internet (3 cr)</td>
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<td>History of Civilization (3 cr)</td>
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<td>Hist 457</td>
<td>History of Civilization (3 cr)</td>
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<td>Hist 458</td>
<td>Introduction to East Asian History (3 cr)</td>
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<td>Comparative African-American Cultures (3 cr)</td>
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<td>Modern European Cultural and Intellectual History, 1880-1980 (3 cr)</td>
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<td>Hist 461</td>
<td>History of England (3 cr)</td>
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<td>Hist 462</td>
<td>History and Film (3 cr, max 6)</td>
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<td>Hist 463</td>
<td>Pirates of the Caribbean and Beyond (3 cr)</td>
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<td>Modern Mexico and the Americas (3 cr)</td>
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<td>Modern Latin America (3 cr)</td>
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<td>Hist 466</td>
<td>Social Revolution in Latin America (3 cr)</td>
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<td>Modern Europe (3 cr)</td>
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<td>Anti-Semitism and the Holocaust (3 cr)</td>
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<td>History of the Middle East (3 cr)</td>
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<td>Russia to 1894 (3 cr)</td>
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<td>Hist 473</td>
<td>Russia and Soviet Union Since 1894 (3 cr)</td>
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<td>Hist 481</td>
<td>America's Wars in Asia (3 cr)</td>
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<td>Hist 482</td>
<td>Japan, 1600 to Present (3 cr)</td>
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IS 350 Sport and International Affairs (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr)
JMM 490 Global Media (3 cr)
Japn 101 Elementary Japanese I (4 cr)
Japn 102 Elementary Japanese II (4 cr)
Japn 201 Intermediate Japanese I (4 cr)
Japn 202 Intermediate Japanese II (4 cr)
Japn 301 Japanese Reading (3 cr)
Japn 302 Japanese Writing (3 cr)
Japn 303 Japanese Speaking (3 cr)

LArc 390 Italian Hill Towns and Urban Centers (3 cr)
MusH 420 Studies in World Music (3 cr)
PolS 205 Introduction to Comparative Politics (3 cr)
PolS 237 International Politics (3 cr)
PolS 338 American Foreign Policy (3 cr)
PolS 381 European Politics (3 cr)
PolS 420 Introduction to Asian Politics (3 cr)
PolS 449 World Politics and War (3 cr)
PolS 480 Politics of Development (3 cr)
PolS 487 Political Violence and Revolution (3 cr)

Soc 323 Political Economy (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Political Sociology (3 cr)
Soc 367 or Phil 367 Global Justice (3 cr, max arr)
Soc 440 Post-Colonialism (3 cr)

Span 101 Elementary Spanish I (4 cr)
Span 102 Elementary Spanish II (4 cr)
Span 104 Elementary Spanish Transition (4 cr)
Span 201 Intermediate Spanish I (4 cr)
Span 202 Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 303 Spanish Conversation (3 cr)
Span 305 Culture and Institutions of Spain (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 308 Proficiency in Reading (3 cr)
Span 310 Spanish for Professionals (3 cr)
Span 401 or LAS 401 Readings: Spanish Literature (3 cr)
Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 412 Spanish Short Fiction (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
Span 419 Latin America Theatre Through Literature (3 cr)
Span 420 Modern Spanish Theatre Through Literature (3 cr)

The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)

J-3-f. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:
AgEd 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1-10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)
Art 490 BFA Art/Design Studio (6 cr, max 12)
Art 491 Information Design (3 cr, max 9)
Art 495 BFA Senior Thesis (2 cr, max 4)
AVS 450 Issues in Animal Agriculture (3 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 cr)

Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr. Max 8)
Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411 Senior Capstone (2 cr)
Biol 495 Research in Molec/Cell/Dev Biology (cr arr)
Biol 496 Research in Ecology and Evolution (cr arr)
Biol 497 Research in Anatomy and Physiology (cr arr)
Bus 490 Strategic Management (3 cr)
CE 494 Senior Design Project (3 cr)
ChE 452 Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)
Chem 409 Proseminar (1 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)

Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Reading, Writing, and Rhetoric (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 485 Secondary Internship (7-15 cr)
Ent 438 or PISC 438 or Soil 438 Pesticides in the Environment (3 cr)
EnvS 497 Senior Research (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)
FCS 497 Internship Preschool (cr arr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
FL 401 MLC International Experience (1 cr)
For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geol 490 Field Geology II (3 cr)
Hist 401 Seminar (cr arr)
Hist 495 History Senior Seminar (3 cr)
ID 452 Interior Design VI (6 cr)

Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)

JMM 448 Law of Mass Media (3 cr)

LArc 480 The Emerging Landscape (3 cr)
Math 415 Cryptography (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)

MMBB 497 or Biol 491 Practicum in Teaching (2 cr)
MusA 490 Half Recital (0 cr)
MusA 491 Recital (0 cr)
MusC 481 Senior Thesis in Music Theory II (1 cr)
MusC 490 Senior Recital (0 cr)

MusH 481 Senior Thesis in Music History II (1 cr)
MusT 432 Practicum: Music Teaching (14 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
addition to fulfilling the general university requirements for
J-4. Grade Requirements. To qualify for the baccalaureate
degree, a candidate must have a UI grade-point average of 2.00
or better. See exceptions under E-4 and E-5.
J-5. Credit Limitations. A candidate may count toward a
baccalaureate degree no more than:

J-5-a. Seventy credits earned at junior or community
colleges, or one-half of the total credits required for a
student's intended baccalaureate degree, whichever is the
higher number.

J-5-b. Forty-eight credits in any combination of credits
granted for the following types of courses: credit based on
test scores (for CLEP, College Board advanced-placement
tests, ACT, SAT, COMPASS), credit by examination
(challenge), experiential learning, independent study,
technical competence, vertically-related course credit, and
vocational-technical or military school courses. This 48-
credit limitation may be exceeded for good cause with the
approval of the Academic Petitions Committee (file petition
through dean's office). Note: credits earned through any
combination of external study and technical competence
cannot exceed a maximum of 32 of the allowable 48
credits.

J-5-c. Twelve credits earned under the pass-fail option (see
B-11).

J-5-d. Six credits in remedial-level courses; to be counted,
these credits must have been earned before the fall
semester 1983; no such credits earned after summer
session 1983 may be counted.

J-6. Assignment of Curricular Requirements (Catalog Issue). In
addition to fulfilling the general university requirements for
degrees, candidates for baccalaureate degrees must satisfy the
particular requirements specified for their curricula. The
pertinent requirements are those contained in the most recent
UI catalog issue that was in effect at the time of, or subsequent
to, the candidate's initial enrollment as a degree-seeking
student at UI. The earliest catalog issue available to students
re-admitted as a degree-seeking student at the UI, is the most
recent catalog at the time of re-enrollment. A catalog issue is
valid for a maximum of seven years from its effective date. The
effective date of a catalog issue is the first Monday following
spring graduation.

J-7. Second Baccalaureate Degree.

J-7-a. Students may concurrently pursue two different
majors leading to two different baccalaureate degrees (e.g.,
B.A. and B.S.Ed.) from UI by working to fulfill the general
requirements of the institution and departmental and college
subject-matter requirements for each. For exceptions to this regulation, see notes with the
curricula in general studies and agricultural science and
technology in Parts 4 and 5, respectively. Students who
plan to pursue two degrees concurrently should develop a
schedule of studies that combines the degree requirements
and present it to the dean(s) of the college(s) concerned as
early as possible, preferably before the end of the junior
year.

J-7-b. Students who have earned a baccalaureate degree
at UI and who wish to complete the requirements for a
different major and receive a second baccalaureate degree
must earn at least 16 credits as an undergraduate student in
UI courses other than those offered by independent study
after the receipt of the first degree and fulfill the
departmental and college subject-matter requirements for
the second degree. (See B-9.) Students may return to UI
and earn a second degree carrying the same name as one
previously granted by UI so long as the requirements for a
different major are satisfied and the students earn at least
16 credits as an undergraduate student in UI courses other
than those offered by independent study after the receipt of
the first degree. For exceptions to this regulation, see notes
with the curricula in general studies and agricultural
science and technology in parts 4 and 5, respectively. This
regulation does not apply to students who were
currently pursuing two different degrees under
regulation J-7-a or to students who were concurrently
pursuing two different majors under regulation J-8.

J-7-c. Students who have a baccalaureate degree from
another recognized institution and who wish to earn
another baccalaureate degree at UI, must earn a minimum
of 32 credits as an undergraduate student in upper-division
UI courses other than those offered by independent study
after the receipt of the first degree and fulfill the
departmental and college subject-matter requirements for
the degree.

J-8. Degree with Double Major. Students may complete two
different majors (curricula) offered under a particular
baccalaureate degree and have both majors shown on their
academic records and diplomas, e.g., Bachelor of Arts with
majors in history and political science. Each of the majors must
lead to the same degree. When majors leading to different
degrees are involved, see the requirements applicable to the
awarding of a second baccalaureate degree (J-7).


J-9-a. An academic minor is a prescribed course of study
consisting of 18 or more credits which supplements an
undergraduate major at the University of Idaho. For
descriptions of minor curricula, see the programs of the
degree-granting units in the individual departmental
section. In the following paragraphs of J-9, "minor" denotes
"academic minor," which is to be distinguished from
"teaching minor"; for information on the latter, see the
Department of Curriculum and Instruction section.

J-9-b. A student may pursue one or more minors in addition
to a major by filing with the registrar a declaration of
intention to do so. Completion of a minor is required only if
specified by the degree-granting unit, but any minor
completed is recorded on the student's academic record.

J-9-c. Transfer credits may be applied to a minor with the
approval of the department offering the minor; however, the
last nine credits applied to completion of the minor must be
earned in UI courses, through study abroad, or through
student exchange programs, and may not include credits
earned through correspondence study.

J-9-d. A student may complete an undergraduate minor
even though he or she has already earned a baccalaureate
degree at the University of Idaho. If the sole objective is to
complete an undergraduate minor, the student should declare a “Minor-Only” curriculum in the department
offering the minor. Students who declare a minor-only
curriculum are not eligible for financial aid funds (see the Student Financial Aid Services section).
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<tr>
<td>Social Science</td>
<td>Comm 335</td>
<td>Intercultural Communication (3 cr)</td>
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<td>Social Science</td>
<td>Comm 410</td>
<td>Conflict Management (3 cr)</td>
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<tr>
<td>Social Science</td>
<td>CSS 235</td>
<td>Society and Natural Resources (3 cr)</td>
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<td>Social Science</td>
<td>Econ 201</td>
<td>Principles of Macroeconomics (3 cr)</td>
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<tr>
<td>Social Science</td>
<td>Econ 202</td>
<td>Principles of Microeconomics (3 cr)</td>
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<tr>
<td>Social Science</td>
<td>Econ 272</td>
<td>Foundations of Economic Analysis (4 cr)</td>
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<td>Social Science</td>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment (3 cr)</td>
</tr>
<tr>
<td>Social Science</td>
<td>FLEN 270</td>
<td>Introduction to Greek and Roman Civilization (3 cr)</td>
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<tr>
<td>Social Science</td>
<td>FLEN 307 The European Union (3 cr)</td>
<td>Modern Languages &amp; Cultures</td>
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<tr>
<td>Social Science</td>
<td>FLEN 308 European Immigration and Integration (3 cr)</td>
<td>Modern Languages &amp; Cultures</td>
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<td>Social Science</td>
<td>FLEN 391 Hispanic Film (3 cr)</td>
<td>Modern Languages &amp; Cultures</td>
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<tr>
<td>Social Science</td>
<td>FLEN 394 Latin American Literature in Translation (3 cr)</td>
<td>Modern Languages &amp; Cultures</td>
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<td>Social Science</td>
<td>Geog 165 Human Geography (3 cr)</td>
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<td>Social Science</td>
<td>Geog 200 World Regional Geography (3 cr)</td>
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<td>Social Science</td>
<td>Geog 365 Political Geography (3 cr)</td>
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<td>Social Science</td>
<td>Hist 101 History of Civilization (3 cr)</td>
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<tr>
<td>Social Science</td>
<td>Hist 102 History of Civilization (3 cr)</td>
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<td>Social Science</td>
<td>Hist 111 Introduction to U.S. History (3 cr)</td>
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<td>Social Science</td>
<td>Hist 112 Introduction to U.S. History (3 cr)</td>
<td>History</td>
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<tr>
<td>Social Science</td>
<td>Hist 380 Disease and Culture: History of Western Medicine (3 cr)</td>
<td>History</td>
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<td>Social Science</td>
<td>IS 325 The Contemporary Muslim World (3 cr)</td>
<td>International Studies</td>
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<td>Social Science</td>
<td>IS 326 Africa Today (3 cr)</td>
<td>International Studies</td>
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<tr>
<td>Social Science</td>
<td>IS 350 Sport and International Affairs (3 cr)</td>
<td>International Studies</td>
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<td>Social Science</td>
<td>PolS 101 Introduction to Political Science and American Government (3 cr)</td>
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<td>PolS 205 Introduction to Comparative Politics (3 cr)</td>
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<td>Social Science</td>
<td>PolS 237 International Politics (3 cr)</td>
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<td>PolS 275 American State and Local Government (3 cr)</td>
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<td>Social Science</td>
<td>PolS 331 American Political Parties and Elections (3 cr)</td>
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<td>PolS 332 American Congress (3 cr)</td>
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<td>PolS 333 American Political Culture (3 cr)</td>
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<td>Social Science</td>
<td>PolS 338 American Foreign Policy (3 cr)</td>
<td>Political Science</td>
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<td>Social Science</td>
<td>PolS 360 Law and Society (3 cr)</td>
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<td>PolS 381 Western European Politics (3 cr)</td>
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<td>Social Science</td>
<td>Psyc 101 Introduction to Psychology (3 cr)</td>
<td>Psych and Comm Studies</td>
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<td>Social Science</td>
<td>Soc 101 Introduction to Sociology (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 230 Social Problems (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 250 Social Conflict (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 323 Political Economy (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 336 Comparative Criminal Justice Systems (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 340 Social Change &amp; Globalization (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 343 Political Sociology (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 422 or RelS 423 Religion, Culture &amp; Society (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 423 Social Class &amp; Stratification (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 424 Sociology of Gender (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 431  Personal and Social Issues in Aging (3 cr)</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 439  Inequalities in the Justice System (3 cr)</td>
<td>Sociology and Anthropology</td>
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<td>Social Science</td>
<td>Soc 440  Post-Colonialism (3 cr) I</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Social Science</td>
<td>Soc 450  Dynamics of Social Protest (3 cr) D</td>
<td>Sociology and Anthropology</td>
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</tbody>
</table>
DATE: Tuesday, November 11, 2014

TO: Dr. Katherine G. Aiken
Interim Provost and Executive Vice President

FROM: Jodie Nicotra, Associate Chair, English

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to notify the Idaho State Board of Education per Board Policy Section III.G.3.c.ii of the change(s) which we believe is minor.

- Department of English: split current Writing Minor into two distinct minors: a Professional Writing Minor AND a Creative Writing Minor

The following information is being provided to ensure the minor, non-substantive change(s) is in alignment with our institutional responsibilities and accreditation.

**Mission and Core Themes:**
Splitting the current (generic) Writing Minor into two more specific ones (a Creative Writing Minor and a Professional Writing Minor) will most directly further University Goal #3, Communicate. Since the university currently has no formal WAC (Writing across the Curriculum) program, bolstering the individual writing curricula that are housed in English will help to advance the university goal of making students more effective written communicators.

Moreover, diversifying the current Writing Minor and more clearly defining its purpose will better allow different groups of students to more easily meet their goals. Students who want experience and scaffolded instruction in creative writing but who may not want to make that their primary focus of study will be interested in earning a Creative Writing minor. Conversely, the Professional Writing Minor will appeal to students majoring in STEM fields, as well as humanities and social sciences majors who aim to find work in occupations that require a lot of writing. For each group, being able to list a more clearly defined minor title on their resumes will benefit their professional goals.

**Educational Offerings:**
The current (generic) Writing Minor will be split into two distinct writing minors: a Professional Writing Minor and a Creative Writing Minor. The changes to the curriculum are indicated below:

**Curriculum:**

- Writing Minor: **Professional Writing Minor**
The Writing Minor is not open to English majors.

**Engl 202** Introduction to Professional Writing (3 cr)

**Engl 440** Reading, Writing, and Rhetoric (3 cr)

One of the following courses (3 cr):

**Engl 202** Introduction to Professional Writing (3 cr)
**Engl 207** Persuasive Writing (3 cr)
**Engl 208** Personal and Exploratory Writing (3 cr)

Two of the following courses (if not taken above); also note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements for the Writing Minor (6 or 7 cr); note that you can only count one JAMM course toward the requirement:

**Engl 202** Introduction to Professional Writing (3 cr)
**Engl 207** Persuasive Writing (3 cr)
**Engl 208** Personal and Exploratory Writing (3 cr)
**Engl 215** Introduction to English Studies (3 cr)
**Engl 291** Beginning Poetry Writing (3 cr)
**Engl 292** Beginning Fiction Writing (3 cr)
**Engl 309** Advanced Prose Writing (3 cr)
**JAMM 121** Media Writing (3 cr)
**JAMM 275** Introduction to Broadcast Media (4 cr)
**COMM 235** Organizational Communication (3 cr)

Three of the following courses (9 cr) – note that you can only count one of the JAMM courses toward this requirement:

**Engl 313** Business Writing (3 cr)
**Engl 316** Environmental Writing
**Engl 317** Technical Writing (3 cr)
**EnglJ498 (s)** Internship (for 3 credits)
**Engl 391** Intermediate Poetry Writing (3 cr)
**Engl 392** Intermediate Fiction Writing (3 cr)
**Engl 393** Intermediate Nonfiction Writing (3 cr)
**Engl 402** Internship in Tutoring Writing (3 cr)
**Engl 491** Advanced Poetry Writing (3 cr, max arr)
**Engl 492** Advanced Fiction Writing (3 cr, max arr)
**Engl 493** Advanced Nonfiction Writing (3 cr, max arr)
**JAMM 425** Feature Article Writing (3 cr)
**JAMM 426** Narrative Journalism (3 cr)

Courses to total 20 21 credits for this minor

**********
**Creative Writing Minor**

The Writing Minor is not open to English majors.

- ONE full numerical sequence in a creative writing genre (e.g. Engl 291/391/491)
- The first two courses in a second genre (e.g. Engl 292/392) and the beginning course in the third genre (e.g. Engl 293)
- Either the advanced course in the second genre, the intermediate course in the third genre, or Playwriting (The J 440) or Foundations of Screenwriting (The 541, with instructor permission).

Engl 440  Reading, Writing, and Rhetoric (3 cr)

One of the following courses (3 cr):
- Engl 202  Introduction to Professional Writing (3 cr)
- Engl 207  Persuasive Writing (3 cr)
- Engl 208  Personal and Exploratory Writing (3 cr)

Two of the following courses (if not taken above); also note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements for the Writing Minor (6 cr):
- Engl 202  Introduction to Professional Writing (3 cr)
- Engl 207  Persuasive Writing (3 cr)
- Engl 208  Personal and Exploratory Writing (3 cr)
- Engl 215  Introduction to English Studies (3 cr)
- Engl 291  Beginning Poetry Writing (3 cr)
- Engl 292  Beginning Fiction Writing (3 cr)
- Engl 293  Beginning Nonfiction Writing (3 cr)
- JAMM 121  Media Writing (3 cr)

Three of the following courses (9 cr):
- Engl 309  Advanced Prose Writing (3 cr)
- Engl 313  Business Writing (3 cr)
- Engl 317  Technical Writing (3 cr)
- Engl 391  Intermediate Poetry Writing (3 cr)
- Engl 392  Intermediate Fiction Writing (3 cr)
- Engl 393  Intermediate Nonfiction Writing (3 cr)
- Engl 402  Internship in Tutoring Writing (3 cr)
- Engl 491  Advanced Poetry Writing (3 cr, max arr)
- Engl 492  Advanced Fiction Writing (3 cr, max arr)
- Engl 493  Advanced Nonfiction Writing (3 cr, max arr)
- JAMM 425  Feature Article Writing (3 cr)

Courses to total 21-20 credits for this minor

**Planning:**
With the format of the current Writing Minor, students can take courses that are more geared toward creative writing (but not a full complement of creative writing courses) or they can gear the curriculum more toward professional writing, depending on their career aspirations and personal goals. However, all students in the Writing Minor are currently required to take Engl 440 (Reading, Writing, and Rhetoric, soon to be renamed Client-Based Writing), in which students work with Moscow-based nonprofit and university organizations to produce grant proposals and other forms of professional writing.

Because the curriculum for Engl 440 presumes that students have a degree of professional writing skill (i.e., that they’ve taken at least one course that focuses on professional writing), students who have taken mostly creative writing courses for the minor are at a disadvantage in the course. Moreover, Engl 440 doesn’t adequately serve their needs – if students wish to be better writers of fiction or poetry, for instance, producing grant proposals wouldn’t help them achieve this goal.

Rather than change the requirements for the current writing minor (so that students aren’t required to take Engl 440, for instance), it would be more coherent and efficacious to split the minor into two distinct emphases. Doing this would better serve students who wish to focus exclusively on creative writing, because a specific Creative Writing Minor would offer a more complete array of creative writing courses. It would also help students who wish to have a background in professional writing, because assigning a specific “Professional Writing” title to the minor will be more appealing to future employers.

The current minor is not available to English majors, but this is a disadvantage to students who want to show that they have taken courses in professional and/or creative writing above and beyond the requirements of the English major. Thus, the revised minors can be completed by students majoring in English as well.

**Budget:**
There are no anticipated additional revenue or expenditures, since neither of the new (Creative Writing and Professional Writing) minors will require additional courses to be taught. The change is more geared toward clarifying and polishing the current curriculum than adding a new program.

**Student Services:**
Since the splitting of the current Writing Minor into two distinct minors doesn’t require the addition of new courses, there will be no negative impact on student services.

**Physical Facilities:**
No new facilities will be necessary.

**Library and Information Resources:**
The library resources currently devoted to the writing courses will be sufficient for the revised Writing Minor.
Faculty:
Writing courses are currently staffed by a mix of full-time (board-appointed) faculty and temporary lecturers. There is no anticipated change in the staffing of these courses.
DATE: November 11, 2014

TO: Dr. Katherine G. Aiken
    Interim Provost and Executive Vice President

FROM: Jodie Nicotra, Associate Chair, Department of English

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to notify the Idaho State Board of Education per Board Policy Section III.G.3.c.ii of the change(s) which we believe is minor.

- Professional Emphasis (original) to Professional Writing Emphasis (revised)

The following information is being provided to ensure the minor, non-substantive change(s) is in align with our institutional responsibilities and accreditation.

Mission and Core Themes:

With the curricular and name revision of the Professional Emphasis, we seek to provide students with a rhetorical education in writing, reading, and critical inquiry, while helping them build a professional writing portfolio that demonstrates their facility with a wide range of writing genres and technologies.

The broad-reaching implications for students enrolled in this updated English degree emphasis include experiences that prepare them for professional writing opportunities and graduate education, and also opportunities to engage in citizenship, civil service, advocacy, activism, and entrepreneurship.

The revised Professional Writing Emphasis will maintain its curricular synchrony with the Composition Program and the broader University by focusing on

- learning rhetorical knowledge,
- critical thinking, reading, and writing,
- writing processes, and
- knowledge of conventions.

These program learning outcomes clearly support the University Learning Outcomes “learn and integrate,” “think and create,” “communicate,” and “clarify purpose and perspective.” Students also “practice citizenship” by learning to write for a variety of public, lay, and academic audiences. A more rhetorically aware citizen is a more engaged citizen.

Adding “Writing” to the name of the emphasis provides clarification about the focus of this line of study for students and others who might read a student’s transcript.

Educational Offerings:
Aside from the name change, the curricular revision to the current Professional Emphasis involves the following two steps:

1. Revise the curriculum and course offerings to reflect best practices in preparation for professional writing careers

Table 1 (end of the document) shows the current requirements for the Professional Emphasis (as listed in the 2014-2015 UI catalog) compared to the proposed revision to this emphasis. Specifically, the revision increases the number of writing courses from 9 to 18, reduces the number of literary history courses from 9 to 6, and includes a new course: “Science Writing.” Changes to the curriculum are underlined. The curricular revision uses existing English courses (except for the new Science Writing course), and proposes to have students complete 9 elective credits from existing courses on the UI catalog. This proposal does not require any additional resources. The proposed revision also acknowledges the importance of both literature (close reading) and linguistics to writing effectively by including required courses in both.

Rationale for Including Elective Choices Outside of English. Students will choose 9 elective credits to complete the requirements for this emphasis. Students have the option to take all 9 credits from English courses they have not yet taken, or they could combine these with courses with others related to professional writing currently offered by other departments.

We propose the following courses outside of the English department as options to satisfy the 9 elective credits. This interdisciplinary option provides students with “learning experiences drawn from our disciplinary and interdisciplinary strengths [and] will help students develop the ability to identify and address complex problems and opportunities” (2014-2015 Strategic Plan: Goal 1 of Teaching and Learning Objectives). Following are the descriptions of the courses we include as elective choices and rationale for their inclusion:

ART 216: Digital Tools (3 cr). Introduction to professional design, development, and production workflows related to various aspects of digital design. Demos and lectures cover various industry standard design software.

Rationale: professional writers are increasingly required to use a wide variety of media. Many technical writing positions ask that applicants be familiar with standard design software. This course supports the goals of all professional writing courses.

COMM 335: Intercultural Communication (3 cr). Survey of current theories and research on intercultural communication; development of critical thinking skills in regard to intercultural interaction and communication styles.

Rationale: this course builds upon rhetorical concepts and skills emphasized in English 313: Business Writing.

HIST 382: History of Biology Conflicts/Controversies (3 cr). Explores the social and intellectual development of the life sciences as a discipline in Europe and North America, with focus on biology in the 18th, 19th, and 20th centuries. Emphasis on evolutionary thought, heredity, development, social uses of biology, and women and gender.

Rationale: builds upon rhetorical concepts and skills emphasized in English 318: Science Writing.
**JAMM 325**: Publications Editing (3 cr). Introduction to the development, management, editing, design and distribution of print and Web publications; focuses on periodicals, such as magazines and student-originated projects.

Rationale: Supports the goals of all of our professional writing courses.

**JAMM 350**: Public Relations Writing and Production (3 cr). Public relations writing, publication and design processes for print, broadcast and online media.

Rationale: Builds upon rhetorical concepts and skills emphasized in English 313: Business Writing.

**POLS 364 / CSS 344**: Politics of the Environment (3 cr). Political factors that influence formation, implementation, and impact of public policies aimed at protecting the environment.

Rationale: Builds upon rhetorical concepts and skills emphasized in English 317: Environmental Writing.

**PSYCH 320**: Introduction to Social Psychology (3 cr). Theories, concepts, and research on the social bases of behavior and social interaction; topics of personal and social relevance, aggression, prejudice, altruism and helping behavior, interpersonal attraction, behavior in groups, conformity, attitudes, authoritarianism, and obedience to authority.

Rationale: Professional writers are expected to work collaboratively. This course supports the rhetorical concepts and skills emphasized in team writing projects in our professional writing courses.

2. Update the number of credit hours to match those of the other English major emphases

We plan to update the number of credit hours to match those of the other English major emphases. Currently at 39 credits, the Professional Emphasis requires 6 fewer credits than the Literature and Creative Writing Emphases. Since the creation of the Professional Emphasis, additional courses have been added that specifically prepare students for professional writing. Increasing the credit emphasis to 45 credits ensures coherency across the English major.

Planning:

As of fall 2012, the Professional Emphasis is the least populated emphasis within the English major. Internal assessments both at the advising and curricular level have indicated a need to revise the Professional Emphasis curriculum to include courses that better meet the needs of a broad undergraduate student population—including returning professionals, international students, students interested in moving on to graduate school, and students who plan to become professional (non-creative) writers as a career choice.

The changes to the curriculum are described in the section above. All changes will be implemented as of next year.
Budget:
There are no anticipated additional revenue or expenditures at this point, since we have faculty adequate enough to cover the courses that will be taught. The revision is mainly a clarifying and polishing of the current curriculum.

Student Services:
Since the revision of the emphasis doesn’t require the addition of new courses, there will be no negative impact on student services.

Physical Facilities:
No new facilities will be necessary.

Library and Information Resources:
The library resources currently devoted to the writing courses will be sufficient for the revised Professional Writing Emphasis.

Faculty:
Writing courses are currently staffed by a mix of full-time (board-appointed) faculty and temporary lecturers. There is currently no anticipated change in the staffing of these courses.
DATE: October 13, 2014

TO: Dr. Katherine G. Aiken
Interim Provost and Executive Vice President

FROM: Sean M. Quinlan, Chair, Department of History

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to the Idaho State Board of Education per Board Policy Section III.G.3.c. of the change(s) which we believe is minor. Thank you in advance for your action of informing the Professional Standards Committee of the changes upon receipt of this letter.

- History BA, addition of a new emphasis areas:
  - History BA -- American emphasis
  - History BA -- European emphasis
  - History BA -- General emphasis

The following information is being provided to ensure the action(s) requested is a minor, non-substantive change(s) and is in alignment with our institutional responsibilities and accreditation.

Authorization:

The change(s) was approved through the University Curriculum Committee, Faculty Senate, and by the University Faculty during the 2014-15 academic year. The University of Idaho is providing notification to OSBE as required by the policy of each agency prior to making the change(s). The change(s) will be made effective beginning summer 2015.

Educational Offerings:

For the History BA – “American emphasis Studies option,” the following changes will be introduced into the General Catalogue:

Required course work includes the general University requirements (see regulation J-3), general requirements for the BA or BS degree, and:

HIST 290, The Historian’s Craft (3 cr)
HIST 495, History Senior Seminar (3 cr)
Lower division courses selected from the following (9 cr)

HIST 101, History of Civilization (3 cr)
HIST 102, History of Civilization (3 cr)
HIST 111, Introduction to U.S. History (3 cr)
HIST 112, Introduction to U.S. History (3 cr)
HIST 180, Introduction to East Asian History (3 cr)
HIST 270, Introduction to Greek and Roman Civilization (3 cr)

6 credits of non-American history (European; Latin America; Asia; History of Science/Health/Environment)

18 credits of the following American history courses:

Hist 315 Comparative African-American Cultures (3 cr)
Hist 328 [formerly 428] History of the American West (3 cr)
Hist 329 [formerly 423] Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 American in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
Hist 441 Slavery and Freedom in the Americas (3 cr)
Hist 481 America's Wars in Asia (3 cr)

For related fields, students choose at least 15 credits from the following list of elective courses:

Aist 320 The Celluloid Indian: American Indians in Popular Film
Aist 401 Contemporary American Indian Issues
Aist/Arch 411 Native American Architecture
Aist 420/Law 949 Native American Law
Aist/Anth422 Plateau Indians
Aist 478/Law 928 Tribal Nation Economics and Law
Aist/Engl 484 American Indian Literature
Anth 329 North American Indians  
Anth 431 Historical Archaeology  
Anth/Soc 425 Society and Popular Culture  
Anth/Soc 427 Racial and Ethnic Relations  
Anth 436 North American Prehistory  
Anth 443 Plateau Prehistory  
Arch 483 Urban Theory and Issues  
Art 302 Modern Art and Theory  
Art 303 Contemporary Art and Theory  
Art 313 History and Theory of Modern Design II  
Art 382 History of Photography  
Css/PolS 364 Politics of the Environment  
CSS/PolS 462 Natural Resource Policy  
Css 489 Personalities and Philosophies in Conservation  
Dan 421 Dance History  
Engl 230 Introduction to Film Studies  
Engl 322 Environmental Literature and Culture  
Engl 343 Survey of American Literature  
Engl 344 Survey of American Literature  
Engl 380 Introduction to U.S. Ethnic Literatures  
Engl 426 Modern Poetry (when topic appropriate)  
Engl 427 Modern Fiction, 1900-1945  
Engl 429 Contemporary Fiction (when topic appropriate)  
Engl 432 Film Theory and Criticism  
Engl 473 American Regional Literature  
EnglJamm 477 Documentary Film  
Engl 481 Women's Literature (when topic appropriate)  
Engl 482 Major Authors (when topic appropriate)  
Engl 483 African American Literature  
EnvS 438 Western US Water Resource Policy and Environmental Equity  
EnvS 482 Natural Resource Policy and Law  
Fcs 414 Idaho's Journey Toward Diversity and Human Rights (1 cr)  
For 310 Indigenous Culture and Ecology  
For 484 Forest Policy and Administration (2 cr)  
Geog 364 Idaho and the Pacific Northwest  
Geog 420 Land, Resources, and Environment  
Jamm100 Media and Society  
Jamm 340 Cultural Diversity and the Media  
Jamm 341 Mass Media Ethics  
Jamm 378 American Television Genres  
Jamm 379 Hollywood Portrayals of Journalists  
Jamm 440 Critical Issues in Mass Media  
Jamm 444 Mass Media and Public Opinion
Jamm 445 History of Mass Media  
Jamm 448 Law of Mass Media  
Jamm 465 Political Advertising  
LArc 151 Introduction to the Built Environment (2 cr)  
MS 227 American Military History  
MusH 201 History of Rock and Roll  
MusH 330 History of Music Theatre  
MusH 410 Studies in Jazz History  
MusH 419 Studies in 20th-Century Music (when topic appropriate)  
NezP 101 Elementary Nez Perce I (4 cr)  
NezP 102 Elementary Nez Perce II (4 cr)  
NezP 200 (s) Seminar (cr arr)  
MusH 440 Studies in American Music  
PolS 275 American State and Local Government  
PolS 331 American Political Parties and Elections  
PolS 332 American Congress  
PolS 333 American Political Culture  
PolS 335 American Interest Groups & Social Movements  
PolS 338 American Foreign Policy  
PolS 360 Law and Society  
PolS 423 Politics, Policy and Gender  
PolS 428 American Political Thought  
PolS 437 American Presidency  
PolS 467 Constitutional Law  
PolS 468 Civil Liberties  
PolS 472 Local Government Politics and Administration  
Soc 311 Development of Social Theory  
Soc 427 Racial and Ethnic Relations  
Soc 325 Family, Violence, and Society  
Soc 422 Religion, Culture & Society  
Soc 423 Social Class & Stratification  
Soc 424 Sociology of Gender  
Soc 439 Inequalities in the Justice System  
Soc 450 Dynamics of Social Protest  
WmSt 201 Introduction to Women's Studies  
WmSt 367 Topics in Women’s Studies (when topic appropriate)  
WmSt 410 Feminist Theory and Action

For the History BA – “European Studies European option emphasis,” the following changes will be introduced into the General Catalogue:

Required course work includes the general University requirements (see regulation J-3),
general requirements for the BA degree, and:

HIST 290, The Historian’s Craft (3 cr)
HIST 495, History Senior Seminar (3 cr)

Lower division courses selected from the following (9 cr)

HIST 101, History of Civilization (3 cr)
HIST 102, History of Civilization (3 cr)
HIST 111, Introduction to U.S. History (3 cr)
HIST 112, Introduction to U.S. History (3 cr)
HIST 180, Introduction to East Asian History (3 cr)
HIST 270, Introduction to Greek and Roman Civilization (3 cr)

6 credits of non-European history (US; Latin America; Asia; History of Science/Health/Environment)

18 credits of the following European history courses:

HIST 350, The Age of Enlightenment: European Culture & Ideas, 1680–1800 (3 cr)
HIST 357, Women in Pre-Modern European History (3 cr)
HIST 366, Modern European Cultural and Intellectual History, 1880–1980 (3 cr)
HIST 371, History of England (3 cr)
HIST 372, History of England (3 cr)
HIST 442, The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
HIST 443, The Medieval State: Europe in the High and Late Middle Ages (3 cr)
HIST 445, Medieval English Constitutional and Legal History (3 cr)
HIST 447, The Renaissance (3 cr)
HIST 448, The Reformation (3 cr)
HIST 449, Tudor–Stuart Britain 1485–1660 (3 cr)
HIST 452, Europe in the Age of Revolution, 1770–1880 (3 cr)
HIST 455, Modern Europe (3 cr)
HIST 456, Anti-Semitism and the Holocaust (3 cr)
HIST 466, Eastern Europe since 1774 (3 cr)
HIST 467, Russia to 1894 (3 cr)
HIST 468, Russia and the Soviet Union since 1894 (3 cr)

For related fields, students choose at least 15 credits from the following list of elective courses:

ART 302, Modern Art and Theory (3 cr)
ART 303, Contemporary Art and Theory (3 cr)
ENG 341, Survey of British Literature (3 cr)
ENG 342, Survey of British Literature (3 cr)
FLEN 307, European Union (3 cr)
FLEN 308, European Immigration and Integration (3 cr)
FLEN 324, German Literature in Translation (3 cr)
FLEN 393, Spanish Literature in Translation (3 cr)
FREN 407, French & Francophone Literatures (3 cr)
FREN 408, French and Francophone Culture and Institutions (3 cr)
GERM 306, Introduction to German Literature (3 cr)
GERM 307, Topics in German Culture and Literature – Themes (3 cr)
PolS 381, European Politics (3 cr)
SPAN 305, Culture and Institutions of Spain (3 cr)
SPAN 401, Readings: Spanish Literature (3 cr)

Lastly, history majors who choose the European StudiesEuropean option will also minor in one of the following major European languages: French, German, and/or Spanish. Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student’s related fields requirement.)

As a result of these proposed minor changes, there will be no change in admissions requirements and credit requirements. No new courses will be created.

**Planning:**

The “American StudiesAmerican” option in the History BA degree responds to the substantial need, as evidenced by our assessment data, to provide greater focus and integration within our undergraduate degree major. It also follows national “best practices” in history programs, which have increasingly provided more specific realms of study, and which would also create a more attractive curriculum for recruitment purposes.

This American StudiesAmerican emphasis area will enable students to study American society and culture with greater focus, taking advantage of a diverse range of courses offered by other units across campus – all which will deepen and enhance the student’s historical awareness and cultural appreciation of the American experience. The emphasis area draws upon core strengths within the Department, and the courses designated as elective “related fields” will deepen specific understanding of American culture, politics, and institutions. Through this process, students will refine the learning outcomes defined by the Department of History: namely, to learn how to formulate historical questions; the variety and location of source materials; how to evaluate source material; the variety of approaches and styles of studying history; how to improve students’ writing and organizing skill; and why students need history to be an engaged
global citizen.

The “European Studies” option in the History BA degree responds to the substantial need, as evidenced by our assessment data, to provide greater focus and integration within our undergraduate degree major. It also follows national “best practices” in history programs, which have increasingly provided more specific realms of study, and which would also create a more attractive curriculum for recruitment purposes.

This European Studies emphasis area will enable students to study European society and culture with greater focus, taking advantage of language-acquisition skills offered by the University of Idaho as well as a diverse range of courses offered by other units across campus – all which will deepen and enhance the student’s historical awareness and cultural appreciation of the European experience. The emphasis area draws upon core strengths within the Department, and the courses designated as elective “related fields” will deepen specific understanding of European culture, politics, and institutions. Through this process, students will refine the learning outcomes defined by the Department of History: namely, to learn how to formulate historical questions; the variety and location of source materials; how to evaluate source material; the variety of approaches and styles of studying history; how to improve students’ writing and organizing skill; and why students need history to be an engaged global citizen.

The addition of these three emphasis areas in the History BA program will make no change whatsoever in the current delivery of our undergraduate curriculum; essentially, the proposed minor changes only capitalizes upon, in a formal manner, the current rotation and diversity of our regularly offered courses.

**Budget:**

There will be no fiscal impact and costs associated with our request.

**Student Services:**

Given that we are not altering in any way the current delivery of the History BA/BS curriculum, we do not imagine that the minor change will negatively impact the capacity of student services at the department/college level and/or the rest of the student body.

**Physical Facilities:**

n/a
Library and Information Resources:

No additional library resources are needed at this time.

Faculty:

There will be no changes need for faculty and staff to accommodate our proposed changes.

Respectfully submitted,

Sean M. Quinlan
History (B.A.)

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 290</td>
<td>The Historian's Craft (3 cr)</td>
</tr>
<tr>
<td>Hist 495</td>
<td>History Senior Seminar (3 cr)</td>
</tr>
</tbody>
</table>

Lower-division courses selected from the following (9 cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 101</td>
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</tr>
<tr>
<td>Hist 102</td>
<td>History of Civilization (3 cr)</td>
</tr>
<tr>
<td>Hist 111</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 112</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 180</td>
<td>Introduction to East Asian History (3 cr)</td>
</tr>
<tr>
<td>Hist 270</td>
<td>Introduction to Greek and Roman Civilization (3 cr)</td>
</tr>
</tbody>
</table>

Upper-division history courses, including a seminar in senior year (27 cr)

Related fields (30 cr)

And one of the following emphases:

**A. American Emphasis**

18 credits from the following American history courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 315</td>
<td>Comparative African-American Cultures (3 cr)</td>
</tr>
<tr>
<td>Hist 411</td>
<td>Colonial North America, 1492-1763 (3 cr)</td>
</tr>
<tr>
<td>Hist 412</td>
<td>Revolutionary North America and Early National Period, 1763-1828 (3 cr)</td>
</tr>
<tr>
<td>Hist 415</td>
<td>Civil War and Reconstruction, 1828-1877 (3 cr)</td>
</tr>
<tr>
<td>Hist 416</td>
<td>Rise of Modern America, 1877-1919 (3 cr)</td>
</tr>
<tr>
<td>Hist 417</td>
<td>United States, 1919-1960 (3 cr)</td>
</tr>
<tr>
<td>Hist 418</td>
<td>Recent America, 1960-Present (3 cr)</td>
</tr>
<tr>
<td>Hist 419</td>
<td>Topics in the American West (3 cr)</td>
</tr>
<tr>
<td>Hist 420</td>
<td>History of Women in American Society (3 cr)</td>
</tr>
<tr>
<td>Hist 423</td>
<td>Idaho and the Pacific Northwest (3 cr)</td>
</tr>
<tr>
<td>Hist 424</td>
<td>American Environmental History (3 cr)</td>
</tr>
<tr>
<td>Hist 426</td>
<td>Red Earth White Lies: American Indian History 1840-Present (3 cr)</td>
</tr>
<tr>
<td>Hist 428</td>
<td>History of the American West (3 cr)</td>
</tr>
<tr>
<td>Hist 430</td>
<td>U.S. Diplomatic History (3 cr)</td>
</tr>
<tr>
<td>Hist 431</td>
<td>Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)</td>
</tr>
<tr>
<td>Hist 441</td>
<td>Slavery and Freedom in the Americas (3 cr)</td>
</tr>
<tr>
<td>Hist 481</td>
<td>America's Wars in Asia (3 cr)</td>
</tr>
</tbody>
</table>

Related Fields: 15 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIST 320</td>
<td>The Celluloid Indian: American Indians in Popular Film (3 cr)</td>
</tr>
<tr>
<td>AIST 401</td>
<td>Contemporary American Indian Issues (3 cr)</td>
</tr>
<tr>
<td>AIST 411 or Arch 411</td>
<td>Native American Architecture (3 cr)</td>
</tr>
<tr>
<td>AIST 420 or Law 949</td>
<td>Native American Law (3 cr)</td>
</tr>
<tr>
<td>AIST 422 or Anth 422</td>
<td>Plateau Indians (3 cr)</td>
</tr>
<tr>
<td>AIST 478 or Law 928</td>
<td>Tribal Nation Economics and Law (3 cr)</td>
</tr>
<tr>
<td>AIST 484 or Engl 484</td>
<td>American Indian Literature (3 cr)</td>
</tr>
<tr>
<td>Anth 329</td>
<td>North American Indians (3 cr)</td>
</tr>
<tr>
<td>Anth 425 or Soc 425</td>
<td>Society and Popular Culture (3 cr)</td>
</tr>
<tr>
<td>Anth 427 or Soc 427</td>
<td>Racial and Ethnic Relations (3 cr)</td>
</tr>
<tr>
<td>Anth 431</td>
<td>Historical Archaeology (3 cr)</td>
</tr>
<tr>
<td>Anth 436</td>
<td>North American Prehistory (3 cr)</td>
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<td>Anth 443</td>
<td>Plateau Prehistory (3 cr)</td>
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<tr>
<td>Arch 483</td>
<td>Urban Theory and Issues (3 cr)</td>
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<tr>
<td>Art 302</td>
<td>Modern Art and Theory (3 cr)</td>
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<tr>
<td>Art 303</td>
<td>Contemporary Art and Theory (3 cr)</td>
</tr>
<tr>
<td>Art 313</td>
<td>History and Theory of Modern Design I (3 cr)</td>
</tr>
<tr>
<td>Art 382</td>
<td>History of Photography (3 cr)</td>
</tr>
<tr>
<td>CSS 364 or PolS 364</td>
<td>Politics of the Environment (3 cr)</td>
</tr>
<tr>
<td>CSS 462 or PolS 462</td>
<td>Natural Resource Policy (3 cr)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>CSS 489</td>
<td>Personalities and Philosophies in Conservation (3 cr)</td>
</tr>
<tr>
<td>Dan 421</td>
<td>Dance History (3 cr)</td>
</tr>
<tr>
<td>Engl 230</td>
<td>Introduction to Film Studies (3 cr)</td>
</tr>
<tr>
<td>Engl 322</td>
<td>Environmental Literature and Culture (3 cr)</td>
</tr>
<tr>
<td>Engl 343</td>
<td>Survey of American Literature (3 cr)</td>
</tr>
<tr>
<td>Engl 344</td>
<td>Survey of American Literature (3 cr)</td>
</tr>
<tr>
<td>Engl 380</td>
<td>Introduction to U.S. Ethnic Literatures (3 cr)</td>
</tr>
<tr>
<td>Engl 426</td>
<td>Modern Poetry (3 cr)</td>
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<tr>
<td>Engl 427</td>
<td>Modern Fiction, 1900-1945 (3 cr)</td>
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<tr>
<td>Engl 429</td>
<td>Contemporary Fiction (3 cr)</td>
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<tr>
<td>Engl 432</td>
<td>Film Theory and Criticism (3 cr)</td>
</tr>
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<td>Engl 473</td>
<td>American Regional Literature (3 cr)</td>
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<td>Engl 477</td>
<td>Documentary Film (3 cr)</td>
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<tr>
<td>JAMM 477</td>
<td>Women’s Literature (3 cr)</td>
</tr>
<tr>
<td>Engl 481</td>
<td>Major Authors (3 cr)</td>
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<tr>
<td>Engl 482</td>
<td>African American Literature (3 cr)</td>
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<tr>
<td>EnvS 438</td>
<td>Western US Water Resource Policy and Environmental Equity (3 cr)</td>
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<td>EnvS 482</td>
<td>Natural Resource Policy and Law (3 cr)</td>
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<tr>
<td>FCS 414</td>
<td>Idaho’s Journey Toward Diversity and Human Rights (1 cr)</td>
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<td>For 310</td>
<td>Indigenous Culture and Ecology (3 cr)</td>
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<td>For 484</td>
<td>Forest Policy and Administration (2 cr)</td>
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<tr>
<td>Geog 364</td>
<td>Idaho and the Pacific Northwest (3 cr)</td>
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<td>Geog 420</td>
<td>Land, Resources, and Environment (3 cr)</td>
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<td>JAMM 100</td>
<td>Media and Society (3 cr)</td>
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<tr>
<td>JAMM 340</td>
<td>Cultural Diversity and the Media (3 cr)</td>
</tr>
<tr>
<td>JAMM 341</td>
<td>Mass Media Ethics (3 cr)</td>
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<tr>
<td>JAMM 378</td>
<td>American Television Genres (3 cr)</td>
</tr>
<tr>
<td>JAMM 379</td>
<td>Hollywood Portrayals of Journalists (3 cr)</td>
</tr>
<tr>
<td>JAMM 440</td>
<td>Critical Issues in Mass Media (3 cr)</td>
</tr>
<tr>
<td>JAMM 444</td>
<td>Mass Media and Public Opinion (3 cr)</td>
</tr>
<tr>
<td>JAMM 445</td>
<td>History of Mass Media (3 cr)</td>
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<td>JAMM 448</td>
<td>Law of Mass Media (3 cr)</td>
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<tr>
<td>JAMM 465</td>
<td>Political Advertising (3 cr)</td>
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<tr>
<td>LArc 151</td>
<td>Introduction to the Built Environment (2 cr)</td>
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<tr>
<td>MS 227</td>
<td>American Military History (3 cr)</td>
</tr>
<tr>
<td>MusH 201</td>
<td>History of Rock and Roll (3 cr)</td>
</tr>
<tr>
<td>MusH 330</td>
<td>History of Music Theatre (3 cr)</td>
</tr>
<tr>
<td>MusH 410</td>
<td>Studies in Jazz History (3 cr)</td>
</tr>
<tr>
<td>MusH 419</td>
<td>Studies in 20th-Century Music (3 cr)</td>
</tr>
<tr>
<td>NezP 101</td>
<td>Elementary Nez Perce I (4 cr)</td>
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<tr>
<td>NezP 102</td>
<td>Elementary Nez Perce II (4 cr)</td>
</tr>
<tr>
<td>NezP 200</td>
<td>Seminar (cr arr)</td>
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<tr>
<td>PolS 275</td>
<td>American State and Local Government (3 cr)</td>
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<tr>
<td>PolS 331</td>
<td>American Political Parties and Elections (3 cr)</td>
</tr>
<tr>
<td>PolS 332</td>
<td>American Congress (3 cr)</td>
</tr>
<tr>
<td>PolS 333</td>
<td>American Political Culture (3 cr)</td>
</tr>
<tr>
<td>PolS 335</td>
<td>American Interest Groups &amp; Social Movements (3 cr)</td>
</tr>
<tr>
<td>PolS 338</td>
<td>American Foreign Policy (3 cr)</td>
</tr>
<tr>
<td>PolS 360</td>
<td>Law and Society (3 cr)</td>
</tr>
<tr>
<td>PolS 423</td>
<td>Politics, Policy and Gender (3 cr)</td>
</tr>
<tr>
<td>PolS 428</td>
<td>American Political Thought (3 cr)</td>
</tr>
<tr>
<td>PolS 437</td>
<td>American Presidency (3 cr)</td>
</tr>
<tr>
<td>PolS 467</td>
<td>Constitutional Law (3 cr)</td>
</tr>
<tr>
<td>PolS 468</td>
<td>Civil Liberties (3 cr)</td>
</tr>
<tr>
<td>PolS 472</td>
<td>Local Government Politics and Administration (3 cr)</td>
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<tr>
<td>Soc 311</td>
<td>Development of Social Theory (3 cr)</td>
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<tr>
<td>Soc 325</td>
<td>Family, Violence, and Society (3 cr)</td>
</tr>
<tr>
<td>Soc 422</td>
<td>Religion, Culture &amp; Society (3 cr)</td>
</tr>
<tr>
<td>Soc 423</td>
<td>Social Class &amp; Stratification (3 cr)</td>
</tr>
<tr>
<td>Soc 424</td>
<td>Sociology of Gender (3 cr)</td>
</tr>
<tr>
<td>Soc 427</td>
<td>Racial and Ethnic Relations (3 cr)</td>
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<tr>
<td>Soc 439</td>
<td>Inequalities in the Justice System (3 cr)</td>
</tr>
<tr>
<td>Soc 450</td>
<td>Dynamics of Social Protest (3 cr)</td>
</tr>
<tr>
<td>WmSt 201</td>
<td>Introduction to Women’s Studies (3 cr)</td>
</tr>
<tr>
<td>WmSt 367</td>
<td>Topics in Women’s Studies (3 cr)</td>
</tr>
<tr>
<td>WmSt 410</td>
<td>Feminist Theory and Action (3 cr)</td>
</tr>
</tbody>
</table>

6 credits of non-American history (European; Latin America; Asia; History of Science/Health/Environment)

Courses to total 120 credits for this degree
B. European Emphasis

18 credits from the following European history courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hist 350</td>
<td>The Age of Enlightenment: European Culture &amp; Ideas, 1680-1800</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 357</td>
<td>Women in Pre-Modern European History</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 366</td>
<td>Modern European Cultural and Intellectual History, 1880-1980</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 371</td>
<td>History of England</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 372</td>
<td>History of England</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 447</td>
<td>The Renaissance</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 448</td>
<td>The Reformation</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 449</td>
<td>Tudor-Stuart Britain 1485-1660</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 452</td>
<td>Europe in the Age of the Revolution, 1770-1880</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 455</td>
<td>Modern Europe</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 456</td>
<td>Anti-Semitism and the Holocaust</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 466</td>
<td>Eastern Europe Since 1774</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 467</td>
<td>Russia to 1894</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 468</td>
<td>Russia and Soviet Union Since 1894</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Related Fields: 15 credits from the following:

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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Modern Art and Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 303</td>
<td>Contemporary Art and Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 341</td>
<td>Survey of British Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 342</td>
<td>Survey of British Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>FLEN 307</td>
<td>The European Union</td>
<td>3 cr</td>
</tr>
<tr>
<td>FLEN 308</td>
<td>European Immigration and Integration</td>
<td>3 cr</td>
</tr>
<tr>
<td>FLEN 324</td>
<td>Topics in German Literature in Translation</td>
<td>3 cr</td>
</tr>
<tr>
<td>FLEN 393</td>
<td>Spanish Literature in Translation</td>
<td>3 cr</td>
</tr>
<tr>
<td>Fren 407</td>
<td>French &amp; Francophone Literatures</td>
<td>3 cr</td>
</tr>
<tr>
<td>Fren 408</td>
<td>French and Francophone Culture and Institutions</td>
<td>3 cr</td>
</tr>
<tr>
<td>Germ 306</td>
<td>Introduction to German Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>Germ 420</td>
<td>Topics in German Culture and Literature - Themes</td>
<td>3 cr</td>
</tr>
<tr>
<td>PolS 381</td>
<td>European Politics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Span 305</td>
<td>Culture and Institutions of Spain</td>
<td>3 cr</td>
</tr>
<tr>
<td>Span 401</td>
<td>Readings: Spanish Literature</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

6 credits of non-American history (US; Latin America; Asia; History of Science/Health/Environment)

Minor in one of the following major European languages: French, German, and/or Spanish. Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student’s related fields requirement.)

Courses to total 120 credits for this degree

C. General Emphasis

Upper-division history courses, including a seminar in senior year (27 cr)

Related fields (20 cr)

Courses to total 120 credits for this degree
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □
Chapter & Title: FSH 2700 Student Evaluations

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s): Trish Hartzell, Chair, Teaching & Advising
(Please see FSH 1460 C)

Policy Sponsor: (If different than originator.)

Reviewed by General Counsel _ _Yes _X___No Name & Date: ___________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

This is a revision of the student evaluation form that has been updated to ensure that it is useful for both classroom and on-line classes, provides feedback on use of technology in teaching, and lets the student provide course/instructor feedback as it relates to learning.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None

Institutional testing and assessment will redesign the website.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

None

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: ___________________________________________

Policy Coordinator Appr. & Date: ___________________________
[Office Use Only]

FSH Appr. ______________
FC ______________
GFM ______________
Pres./Prov. ______________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web ______________
Register: ___________________________
[Office Use Only]
Current Policy FSH 2700

In addition to the changes in FSH Section 2700, the Faculty Council approved changes in the instrument to be used in the evaluation process. That revision was approved in May 2001 and then reviewed and revised by the Faculty Council in the Fall of 2001.

Proposed Instructor/Course Evaluation Form

What grade do you expect to receive in this class?  
A  B  C  D  F
What grade were you working to attain?  
A  B  C  D  F
How often did you attend class?  
90%+  80%+  70%+  60%+  <60%
How often were you fully prepared for class?  
90%+  80%+  70%+  60%+  <60%
How would you rate the quality of your effort in this class?  
A  B  C  D  F

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

1. Instructor

Rate the instructor of this course relative to each of the qualities listed below.  
(highest rating is 4)  

(Menu questions from the “Instructor” section placed here)  
4 3 2 1 0

Overall, how would you rate the instructor’s performance in teaching this course?  
4 3 2 1 0

Comment on the instructor’s performance. What was most helpful? What could be improved?  
[text input]

2. Course

Rate the course itself relative to each of the qualities listed below.  
(highest rating is 4)  

(Menu questions from the “Course” section placed here)  
4 3 2 1 0

Overall, how would you rate the quality of this course?  
4 3 2 1 0

Comment on the quality of this course. What was most helpful? What could be improved?  

Menu questions can be selected from a list or can be written by the instructor for each course.
STUDENT FEEDBACK ON AN ACADEMIC COURSE AND LEARNING ENVIRONMENT

1. About you:
   How often did you attend/or login to your course?
   [Select percentage: <70% | >70% | >80% | >90%]

   On average, how many hours per week (outside of class time) did you do work for this course?
   [Select hours: 0-3 hr | 4-8 hr | 8 hr]

2. Communication:
   The instructor expressed clear expectations for learning outcomes in this course.
   [Agree | Neutral | Disagree]
   I took advantage of available help outside the course by meeting or communicating (via email, or through BBlearn) with the instructor.
   [NO | YES]
   If YES, did the communications support your learning in the course?
   [Agree | Neutral | Disagree]

3. What were some positive aspects of the course that supported your learning?

4. What aspects of the course could be improved
   A. to better support your learning?
   [Enter feedback]
   B. for future students?
   [Enter feedback]

5. Overall, did the INSTRUCTOR’S organization and delivery of information contribute to your understanding of the course material?
   [Agree | Neutral | Disagree]

6. Overall, did the CONTENT of this course contribute to your understanding of this discipline?
   [Agree | Neutral | Disagree]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] □ Addition ☑ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: 3, 3460 Overtime Work, Compensatory Time, and Holidays

Minor Amendment □

Chapter & Title: 50, 50.10 Processing Compensation for Overtime Work

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

In late 2013, resulting from an Internal Revenue Service (IRS) audit, the University was forced to temporarily suspend the current policy due to non-compliance with IRS rules and regulations. The purpose of the proposed revisions is to bring the policy into compliance with current Internal Revenue Service (IRS) compensation rules & regulations and allow for the reinstatement of the policy beginning in calendar year 2015.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

After the policy was suspended in late 2013, departments have been tasked with the difficulty of ensuring they have sufficient budgeted financial resources to address the cash payment of all overtime hours worked. Reinstating a new compensatory payment policy for overtime hours worked will allow these departments to more effectively handle the financial impact of overtime hours incurred throughout the entire year – especially during peak / seasonal times.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

FSH 3460 and APM 50.10 are related to compensatory time.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _______________________________
PREAMBLE: This section outlines the policies and procedures for overtime work and compensatory time. It appeared in the 1979 Handbook and has been rather frequently revised for clarification and so as to reflect changes in federal and state rules and practices. It was substantially revised in July 2005. In 2008 the policy was revised to remove reference to classified exempt no longer used at the university. In 2012 section B-6 was added to align with federal regulations. Unless otherwise noted, the text is of July 1996. Further information is available from Human Resources (208-885-3889). [ed. 7-97, 7-00, 9-06, rev. 7-05, 7-08, 1-12]

CONTENTS:
A. Definitions
B. Time and Leave Reporting
C. Overtime Work
D. Compensation for Overtime Work
E. Compensatory Time
F. Holidays

A. DEFINITIONS.

A-1. “Overtime work” is time worked on holidays and time worked in excess of 40 hours in a period of 168 consecutive hours (defined for UI employees as the seven consecutive 24-hour days beginning at 6 a.m. each Sunday). Overtime must be approved in advance in writing by the employee’s supervisor. [rev. 7-02, 7-05]

A-2. “Compensatory time” is pre-approved time off from duty provided in compensation for overtime hours worked, holidays worked, or other time worked as approved by the president or designee.

A-3. “Exempt employee” (also known as “non-classified employee”) is used to describe UI employees who are not classified employees, includes officers, members of the faculty, and members of the non-faculty staff whose positions are exempted from the provisions governing UI’s classified personnel system. [See also 3080.] These positions also are not covered by federal minimum wage and overtime requirements as discussed below in A-5. [rev. 7-05, ed. 7-08]

A-4. “Classified employees” are those holding positions which are subject to merit examination, selection, retention, promotion, and dismissal provisions, and whose compensation rates are determined by the position classification system of the University of Idaho. [ed. 7-02]

A-5. Certain positions, including exempt and faculty, are not covered by the overtime compensation requirements of the Fair Labor Standards Act [29 U.S.C. § 201-263 (“FLSA”), and Department of Labor (“DOL”) Regulations, 29 C.F.R. Parts 500-794]. These positions are defined by law and fall into the following categories of exemptions: administrative, professional, computer, executive, outside sales, or creative professional. In all cases, the determination of whether a position is exempt from the FLSA will be made by Human Resources, in consultation with the Office of General Counsel. [rev. 7-05, ed. 7-08]

B. TIME AND LEAVE REPORTING.

B-1. General Information. Employees are required to report time worked and leave taken. Hourly employees must record the hours worked each day as agreed upon by their supervisor. The expectation for full-time, salaried employees is that they will work 40 hours per week or more to meet the needs and expectations of their position. Flexibility of the scheduled workweek is at the discretion of the supervisor, in accordance with the University’s flextime policy [FSH 3250]. Hours worked in excess of 40 do not carry over from one week to the next. Use of annual leave, sick leave, jury leave, medical leave, and other leave must be recorded by the department [see FSH
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UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3460: Overtime Work, Compensatory Time, and Holidays

3710, A]. Supervisors should treat all employees consistently within their unit. See FSH 3710 to review leave eligibility criteria. The university-approved time report may be used for recording any leave. [rev. 7-05, ed. 7-08]

B-2. Faculty are salaried employees. All benefits-eligible faculty must report leave taken (annual, sick, jury, medical, etc.) of 4 or more consecutive hours via written, signed form to their department chair for signature. The data is recorded and the form kept on file by the unit for three years [see also FSH 3710]. [ed. 7-05, rev. 7-08]

B-3. Exempt employees and administrators (non-classified employees) are salaried employees. All benefits eligible non-faculty employees and administrators must report leave taken (annual, sick, jury, medical, etc) of 4 or more consecutive hours via written, signed form to their supervisor for his/her signature. The data is recorded and the form kept on file by the unit for three years [see also FSH 3710]. [rev. 7-05, 7-08]

B-4. Classified employees are hourly employees. The Fair Labor Standards Act and UI policy requires reporting the time arrived for work, the time lunch was taken, the time left for the day, and any leave (annual, sick, jury, medical, etc.) that was used. The employee may use any university-approved form to record these hours consistent with department guidelines. The employee and supervisor must sign the form and keep it on file in the unit for three years [see also FSH 3710]. [rev. 7-05, 7-08]

B-5. Temporary Help employees (Irregular Help and student employees) are hourly employees. The Fair Labor Standards Act requires reporting the time arrived for work, the time lunch was taken, the time left for the day, and any leave (annual or sick for those contributing to PERSI) that was used. The employee and supervisor must sign the form and keep it on file in the unit for three years [see also FSH 3710]. [ed. 7-05]

B-6. With the exception of holiday leave or when an employee (B-4 and B-5 above) is specifically requested to work outside of regular working hours, no leave may be reported if it results in pay in excess of the employee’s regular scheduled 40 hour work week. Written approval of both of the employee’s supervisor and unit head is required prior to submitting a time card that exceeds 40 hours with the use of leave. [add. 1-12]

B-7. References. For more information on procedures for these policies see APM 50.06, 50.38 and FSH 3710 and 3090 and Human Resources website at www.uidaho.edu/humanresources.aspx. [ed. 7-05, 7-10, ren. 1-12]

C. OVERTIMEWORK.

C-1. Overtime work should be permitted only in emergency or extremely unusual circumstances and requires prior written supervisor approval. The calendar period for determination of eligibility for overtime compensation is the seven-day period beginning on Sunday at 6 a.m. Whenever possible, employees who regularly work four 10-hour days are to receive the same 8-hour holiday compensation. When UI is closed for a holiday, the employee is rescheduled to work four 8-hour days during the week the holiday occurs (taking off only 8 hours for the holiday) or he or she makes other arrangements with his or her department to ensure he or she only works a total of 32 hours during the week that the holiday occurs. [See APM 55.08]. [ed. 7-10]

C-2. When the need for an employee to perform overtime work can be foreseen, prior approval by the dean or director is required. If overtime work is necessitated by a University-wide emergency, the department administrator should immediately request approval via the dean or equivalent administrator. [ed. 7-05]

C-3. When the department administrator determines that it is in the interest of UI to pay classified employees for overtime work in cash, the appropriate procedure outlined in the APM is to be followed. [rev. 7-02]

D. COMPENSATION FOR OVERTIME WORK

D-1. Eligibility and manner of compensation for overtime work differ for the various categories of employees defined in section A. Overtime work must be recorded on an approved University of Idaho Time Report form, approved by the supervisor and recorded.
D-2. Faculty and exempt employees are not eligible for payment of overtime work. However, they may be eligible for equal compensatory time off if they work on official holidays or other times specifically authorized by the president (such as a general state of emergency). [See FSH 3470 and section F-2 of this policy for official UI holidays]. [rev. 7-02, 7-05, ed. 7-08]

D-3. Classified employees are eligible to receive payment for overtime work. Overtime payment may be paid in cash at 1.5 times their regular rates, in the form of pay at the discretion of the department administrator. In lieu of payment, classified employees will receive compensatory time off or cash payment, each at the rate of 1.5 hours off for each hour of overtime worked. Per Federal Law, subject to the election and limitation process described in APM 50.10.B, Absent the maximum employee electing accrual of compensatory time as described in APM 50.10.B, compensation for overtime work will be in the form of cash paid as overtime is earned. [ren. 7-08]

D-4. Temporary Help (Irregular Help) employees are eligible to receive payment for overtime work. Temporary Help employees are paid hourly and qualify for overtime pay at the rate of 1.5. Temporary Help employees cannot accrue or use compensatory time. They are to be compensated in cash for any overtime worked in their next paycheck. If an employee has a less than full-time classified position, and at the same time has a temporary position, any overtime worked must be paid to the employee in their next paycheck. Compensation for overtime hours worked by work-study students must be processed following guidelines by the Financial Aid Office. [rev. 7-02, ren. 7-08]

E. COMPENSATORY TIME (see APM 50.10)

E-1. Classified employees are the only employees eligible to earn or accrue compensatory time except as is described in D-2 above. An employee may not have a compensatory time balance of more than 240 hours pursuant to the Fair Labor Standards Act. [ed. 7-08]

E-2. Classified employees are paid for unused compensatory time under the following circumstances:

a. If a classified employee has a compensatory time balance over the 240-hour limit, he/she automatically will be paid for the hours over 240. Departments are expected to monitor closely the accrual of compensatory time and not allow it to accrue for longer than a year.

b. Upon termination of UI employment, classified employees will be paid for the compensatory time balance at the employee’s current hourly rate or at the average of the hourly rate paid the employee during the final three years of employment, whichever is higher. [rev. 7-02]

c. If there is a change in the employee’s classification to a non-classified position, or if the classified employee transfers between UI departments in the same classification, or if he/she is reassigned to another UI classified position, the classified employee will be paid for the compensatory time balance or be asked to take time off prior to beginning the new role.

d. Classified employees with accrued and unused compensatory time in excess of 80 hours at the end of payroll 25 of each calendar year will receive a mandatory cash payment for the balance in excess of 80 hours in their payroll 26 paycheck.

F. HOLIDAYS.

F-1. Compensation for holidays.

a. On an official UI holiday, full-time benefited UI employees will be paid for the number of hours they would normally work, up to 8 hours, even though they do not work on that day. Temporary and part-time employees (excluding employees in the College Work-Study Program) receive the benefit of the paid holiday provided that they are contributing to the state retirement system. They are credited with a fraction of eight
hours equal to the fraction of 32 hours that they actually do work during the week in which the holiday occurs. [ed. 7-05]

b. If an employee works or is on paid sick leave, annual leave or compensatory time the day before or the day after the holiday, the employee is eligible for holiday pay. If an employee is on leave without pay on both the day before and the day after the holiday, the employee is not eligible for holiday pay. If an employee is on a fiscal-year appointment and works in a department or unit that closes down, thus precluding the employee’s working on the day before and/or after the holiday, the employee is still eligible for holiday pay. See APM 55.08. [renum. 7-05, ed. 7-10]

c. Employees who work on an official UI holiday and who are eligible for overtime payments must be paid at 1.5 times their regular rates of pay or be given compensatory time off at the rate of 1.5 hours for each hour worked. Fiscal year faculty and other exempt employees who work on a holiday may be given equal compensatory time off if authorized by the president [see D-2]. [renum. 7-05, rev. 7-08, 6-09]

d. A new employee whose date of hire normally would fall on a Monday holiday is to be appointed effective on Tuesday. An employee whose employment terminates for any reason is entitled to pay for any holiday observed after his/her last day worked, when the holiday is observed on the last day of the workweek and the employee works the first four days of the workweek or equivalent. [renum. 7-05]

F-2. Official UI Holidays. The following are the official University of Idaho holidays; New Years Year’s Day (January 1), Martin Luther King Jr.—Idaho Human Rights Day (third Monday in January), President’s Day (third Monday in February), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), the day after Thanksgiving, the day before Christmas (December 24), Christmas Day (December 25) and New Year’s Eve Day (December 31). In the event that a holiday falls on a Saturday, the preceding Friday is recognized as a holiday; in the event that a holiday falls on a Sunday, the following Monday is recognized as a holiday. The holiday schedule continues from year to year unless the President of the University notifies otherwise.

F-3. Office Closure Around Holidays. The President of the University or official designee has the authority to announce the closure of offices and/or the early dismissal of staff around the holiday seasons. Unless otherwise notified by the president or official designee, regular office hours should be held and staff should not be dismissed early. Staff who must leave early should request the appropriate leave and keep record of this time. For more information on university closures please see APM 95.21. [rev. 7-05, ed. 12-13]
50.10 -- Processing Compensation for Overtime Work
November 20, 2006

A. General. The federal Fair Labor Standards Act (FLSA) provides guidance to define what constitutes overtime work. By definition, overtime is time worked on holidays and time worked in excess of 40 hours in a period of 168 consecutive hours beginning at 6:00 a.m. each Sunday-workweek and compensated at not less than time and one-half the employee’s regular rate of pay.

A-1. Primary and Secondary Positions. Every employee must have one position designated as the "Primary" position. An employee may have one or more "Secondary" positions. When an employee holds a board-appointed position, that position is the "Primary" position. [Note: For employees holding two part-time Board-appointed positions, it is necessary to designate one of these jobs as "Primary" and the other as "Secondary".]

A-2. Overtime Eligibility. (see FSH 3460 A-4 or E-1). Three forms in Banner deal with the designation of when, if, and where overtime is generated by a particular employee. Completion of these forms enables Banner payroll processing to automatically calculate overtime or compensatory time when overtime work is entered by the timekeeper for a particular employee and approved by the employee's supervisor. Specifically, these forms include:

i) PTRECLS Form. The PTRECLS form defines the employee classes. One of the parameters in the definition of each class is whether or not the class is covered by FLSA overtime regulation.

ii) PEAEMPL Form. The PEAEMPL form makes a "General Person" an employee. During the process of entering the PEAEMPL form, the employee is assigned to an employee class (from PTRECLS) and an FLSA indicator of (C)ash, (A)ccrual, or (N)one is selected (indicating whether or not overtime compensation is to be paid, and the form in which it is to be paid).

iii) NBAJOBS Form. The NBAJOBS form assigns a position/suffix to a person designated as an employee.

   a) When an employee has one job, that job is "primary".
   b) When an employee has one board-appointed job and one temporary help (TH) job, the Board-appointed job is "primary" and the TH job is "secondary".
   c) When an employee has two or more board-appointed jobs, or two or more TH jobs, one must be designated as "primary" and all others as "secondary".

B. Process. The amount of overtime compensation, and whether it is compensated in cash or in compensatory time, are calculated automatically by Banner for eligible employees when departmental timekeepers enter the time worked for each employee (see FSH 3460 E-1 for eligibility) as part of the payroll processes from time entered by the employee and approved by the employee’s supervisor.

B-1. Overtime eligible (classified employee class) may make an irrevocable election each year to opt out of accruing compensatory time rather than receive payment for overtime worked as it is earned. On-call hours are compensated at hour-for-hour and will be subject to the employee’s election of compensatory time or cash payment.

   i) An election period will coincide with the yearly open enrollment for health benefits.

   ii) Employees will make their election via VandalWeb during the election period.

   iii) The election made will begin with the first payroll period of the new calendar year following the enrollment period.

   iv) Newly hired employees will have 30 days from their initial employment start date to make their election for the remaining calendar year they are hired. An initial election made during the election period will also apply for the ensuing calendar year.
B-2. Employees who do not elect compensatory time will default to cash payment for overtime hours worked in the payroll period it was earned. No exceptions can be made for the elections not made during the enrollment period.

B-3. **Whenever possible**, the payroll calculation process charges overtime compensation to the Primary job's budget. [rev. 11-06]

C. **Procedure.** Departmental timekeepers enter hours worked as explained below. Banner payroll processing will calculate FLSA overtime payments depending upon the type of employee appointment and annual election.

C-1. **Temporary Hourly (TH) and Board-Appointed Employees.** Hours worked by these employees (and hours credited for holidays) are entered in every pay cycle by the employee into VandalWeb time entry. Time entry should be done daily to ensure the accuracy of time entered. Time entry begins Friday (payday) of Week 2 of the bi-week following the bi-week for which time is being entered, and ends at 5:00 p.m. on the following Tuesday, which is Week 1 of the subsequent bi-week.

C-2. **Board-Appointed Employees.** Time worked for board-appointed employees will automatically default from the work schedule set-up on the employee's NBAJOBS form. Timekeepers enter hours of sick leave, annual leave, compensatory time, and overtime. Time entry begins Friday (payday) of Week 2 of the bi-week, following the bi-week for which time is being entered, and concludes at 5:00 p.m. on the following Tuesday, which is Week 1 of the subsequent bi-week.

D. **Criteria.** Banner payroll processing will produce different results for employees holding multiple positions (e.g. more than one TH position, more than one board-appointed position, or a combination of one board-appointed and one or more TH positions). The effects are explained, and illustrative examples are provided, in the sections indicated.

D-1. **Employees Holding More than One Temporary Hourly (TH) Position.** The payroll calculation process calculates the overtime compensation at a "blended rate" and charges that rate to the position designated as the primary position. The employee is compensated in cash. [See 50.10.E-1]

D-2. **Employees Holding Both Board-Appointed and Temporary Hourly Positions.** Overtime pay is charged to primary position (even if board-appointed) and the rate of pay is 1.5 times the "blended rate." The employee is compensated in cash. [See 50.10.E-2]

D-3. **Employees Holding a single full-time Classified Position.** These employees will accrue compensatory time or receive cash payment, determined by their annual election [See 50.10.B-2], at 1.5 their hourly rate and compensatory time taken is charged to the budget from which their position is funded. [See 50.10.E-3] [rev. 11-06]

E. **Information.** Detailed explanations with examples are provided below to illustrate the effect of Banner payroll processing on employees in the different criteria listed in 50.10 (D).

E-1. **Employees Holding More than One Temporary Hourly (TH) Position.** General rule: If an employee (a) has more than one job, (b) is covered by FLSA overtime regulations, and (c) works more than 40 hours during a specified work week (6:00 a.m. on the first Sunday of Week 1 through 5:59 a.m. of the second Sunday of Week 2), the payroll calculation process calculates the overtime pay at a "blended rate" and charges that amount to the budget of the primary position. The following example illustrates the payroll calculation for an employee with more than one TH position.

**Example:** Employee Tom Thumb has two Temporary Hourly positions. The departmental timekeeper (or timekeepers, if the TH employee works in more than one department) has/have designated one of the TH positions as "primary".

i) Assume:

a) The Primary position is paid at the rate of $10.00/hour from Budget BNB678
b) The Secondary position is paid at the rate of $5.00/hour from Budget UBX890

c) Tom worked 20 hours each week in his primary position and 25 hours in week 1 and 20 hours in week 2 in his secondary position. In the PHAHour (the time entry) process, the following occurs:

ii) Timekeeper(s) do the following:

a) The timekeeper for the Primary position enters 40 hours on PHAHour for the two week period (@ 20 hours each week)

b) The timekeeper for the Secondary position enter 45 hours on PHAHour for the two week period (25 hours Week 1, 20 hours Week 2)

ii

iii) During PHPCalc (the calculation process), the following occurs:

a) 40 hours are paid at $10.00/hour and charged to BNB678 = 400.00 b) 45 hours are paid at $5.00/hour and charged to UBX890 = 225.00 c) 5 hours are paid at a blended rate, $3.61, & charged to BNB678 = 18.06

The *blended rate is calculated by dividing the total pay in the week during which overtime was accumulated by the total number of hours worked during that week. The calculation is done automatically by Banner processing. In this case the calculation (with 45 hours worked in Week 1) would be:

\[
20 \times 10.00 = 200.00 \\
25 \times 5.00 = 125.00 \\
Total \ Pay = 325.00 \\
Total \ Pay/45 = 7.22 \\
Time @ 1/2 = 3.61
\]

[Note: The $7.22 rate is divided by 2 because "straight time" has already been paid from the budget where the overtime hours were accrued, therefore it is necessary only to pay the additional "one-half time" on the blended rate.]

iv) Please note the effects of the following actions by the timekeeper on the payroll calculation process for employees holding two TH positions:

a) If (1) Tom Thumb had no activity within one of these positions (e.g., did not work that bi-week in one of the TH jobs), and (2) the timekeeper deletes or ignores the record for that position from the PHAHour form at the PHPTIME process, and (3) overtime was worked in another position, then (4) the blended rate would not be calculated and; (5) the budget that incurred the overtime would be charged appropriately.

But, alternatively.....

b) If (1) Tom Thumb had no activity in the primary position, and (2) the timekeeper entered "0" for the hours worked (instead of deleting the record), and (3) overtime was worked in the secondary position then (4) the blended rate would not be calculated and (5) the overtime hours would be charged to the Primary budget even though the employee did not work on that budget during that bi-week.

E-2. Employees Holding Both Board-Appointed and Temporary Hourly Positions. General

rule: Overtime pay is charged to the primary positions budget and the rate of pay is 1.5 times the "blended rate."

i) The PEAEMPL form requires that an employee have only one "employee class," thus the selection of "cash" or "compensatory time" applies to all jobs held by that employee--it is not possible to accrue compensatory time in one position (e.g., the classified position) and pay cash for overtime in another position (e.g., the TH position).

ii) Because TH employees cannot accrue compensatory time, the default procedure for employees in this situation requires all overtime to be paid in cash, regardless of whether the overtime is accrued on the board-appointed (classified) position or the TH position.
iii) Board-appointed positions are, by default, the "primary" positions. Overtime is generally charged to the primary position.

iv) Overtime is calculated at the blended rate and expensed to the primary job’s budget(s).

E-3. **Employees Holding full-time Classified Positions Covered 1.5 Compensatory Time.**
General rule: These employees will accrue compensatory time. The timekeeper enters overtime in the pay period following the bi-week in which it was worked by entering the total hours worked under "REG" pay. The system will calculate the compensatory time earned and put it in the compensatory time "bank".

- **Overtime Pay Information.** Manual intervention is required to compensate in cash those employees who are covered by the wage and hour provision of the Fair Labor Standards Act (who receive overtime compensation or compensatory time at 1.5 times their hourly rate. Please call Payroll Services at 885-36133868 for questions. [rev. 11-06]
1) At the beginning of each year, all eligible classified employees have the opportunity to make an irrevocable election to decide to accrue overtime into a comp time bank instead of receiving cash payment for overtime hours worked.

2) Employees that do not make an election during the open enrollment period will default to receive overtime pay when earned.

3) Open enrollment will occur prior to the beginning of the calendar year in conjunction with the Employee Health Plan Open Enrollment Program. The employee election will begin on the first payroll of each calendar year.

4) Employees hired during the year must make an election within 30 days of their employment start date or default to receive immediate cash payment for overtime hours worked. Elections made by employees hired during or after the open enrollment, but prior to the new calendar year, will carry through the next calendar year.

5) All eligible classified employees who elected to accrue overtime into a comp time bank are allowed to accumulate a maximum of 240 overtime hours. Any comp time hours earned over the 240 hour maximum level will be paid in cash in the next available pay period.

6) Comp time hours banked can only be taken as time off and must be pre-approved by their Supervisor / Manager.

7) 100% of existing Comp time hours banked must be paid out in cash when:
   a. The employee moves from a classified position to a non-classified position or
   b. When the employee leaves the university.

8) The University has directed each unit to provide an annual one-time payment from their departmental funds to eligible classified employees that elected to accrue overtime into a comp time bank. This annual cash payment will only apply to those employees that have comp time hours banked in excess of 80 at the end of payroll 25 of each calendar year. The payment will reduce the employee’s comp time bank to the 80 hour maximum carry forward balance and be paid in payroll 26.

**Examples:**

A. Employee A works overtime and accrues 5 hours of comp time over the 240 hour threshold during the current pay period. The next paycheck for the employee will include an automatic payout of 5 hours to keep the CT bank at or below 240 hours as required by FLSA.

B. Employee B works overtime that accrues to comp time and at the measurement date has 110 hours banked. The employee will receive an automatic cash payment for 30 (110 – 80) hours of comp time in payroll 26.

C. Employee C works overtime that accrues to comp time and periodically takes time off. On the measurement date the employee has 60 hours of comp time banked and therefore will not receive an automatic cash payment because the hours banked are less than the 80 hour maximum carry forward.

D. Employee D makes no election during the open enrollment period and therefore will default to be paid in cash for all overtime hours worked for the remaining calendar year.

E. Employee E works overtime in year 1 and accrues 50 comp time hours to a bank. For year 2, Employee E elects to be immediately paid in cash for overtime hours worked. Employee E will continue to carry forward the 50 hours banked that must be taken as time off. The employee cannot request a cash payment for the 50 hours banked.
F. Employee F elects to accrue comp time for calendar year 2015 and ends the year with 150 hours of comp time in their bank. For calendar year 2016, the employee instead elects to receive cash payment for overtime hours when worked. During January through November, the employee uses 50 hours of their existing comp time as paid time off and has 100 hours remaining in their comp time bank as of payroll 25. The employee will receive an automatic cash payment for 20 (100-80) hours of comp time in payroll 26.

November 2014 thru December 2015 - Implementation and Transition

1. Conduct town hall meetings the with University employees sometime within the first 2 weeks of November to discuss the new comp time policy.

2. During the December 2nd Faculty Senate meeting, provide them with a final draft of the comp time policy that General Counsel has approved.

3. Following the December 2nd Faculty Senate meeting, General Counsel will take the new comp time policy to President Staben for approval.

4. Once approved by the President, the Classified Employee Overtime Election Form will be made available in VandalWeb around December 3, 2014 – January 9, 2015 for all Classified Employees to make their annual election to be paid in cash for overtime times hours worked or to accrue overtime hours into a comp time bank.

5. Beginning January 4, 2015, the University’s new comp time policy will take effect, pending approval by Faculty and President Staben.

6. In order to properly record comp time hours accrued, the following action items will be implemented in Banner Payroll in January 2015.

   a. A second comp time (CT Bank 2) will be created in Banner Payroll to record and report on any comp time hours earned after January 4, 2015
   b. A new comp time leave code will appear on employee time sheets to record any usage of comp time hours earned during calendar year 2015 under the new comp time plan.

7. The original comp time bank (CT Bank 1) will remain in order to provide employees who still have comp time hours available in CT Bank 1 the option to either use as time off or elect a cash payment. Please note that all comp time hours existing in CT Bank 1 will remain tax free when used as time off or paid in cash. These comp time hours were deemed taxed in prior years resulting from the outcome of the recent IRS audit.

8. Immediately following payroll 25 in 2015, a special Banner Payroll report will be generated to identify all classified employees with hours in CT Bank 2 that exceed the 80 maximum carryover. All comp time hours in excess of 80 will be added to the next payroll process and paid out in cash in payroll 26. Please note that all comp time hours existing in CT Bank 2 will be subject to payroll tax withholding when used as time off or paid in cash per IRS.

9. These one-time cash payouts will occur annually in payroll 26 of each calendar year.

Comp Time usage scenarios under the new plan but with both Comp Time banks in existence.

   A. In February 2015, Employee A has accumulated 50 hours in CT Bank 1 and 20 hours in CT Bank 2. They elect take time off for a week and choose to report these 40 hours of comp time used from CT Bank 1. Because the 40 hours were taken from CT Bank 1, the employee will be paid these comp time hours with no payroll taxes withheld.

   B. In March 2015, Employee B has accumulated 30 hours in CT Bank 1 and 40 hours in CT Bank 2. They elect take time off for a week and choose to report 30 hours of comp time used from CT Bank 1 and 10
hours from CT Bank 2. The 30 hours taken from CT Bank 1 will be paid with no payroll taxes withheld and the 10 hours taken from CT Bank 2 will be subject to payroll tax withholdings.

C. In April 2015, Employee C has accumulated 20 hours in CT Bank 1 and 60 hours in CT Bank 2. They elect to take time off for a week and choose to report all 40 hours of comp time used from CT Bank 2. Because the 40 hours were taken from CT Bank 2, these comp time hours taken will be subject to payroll tax withholdings.